The Journal of the National Education Association
May 1972

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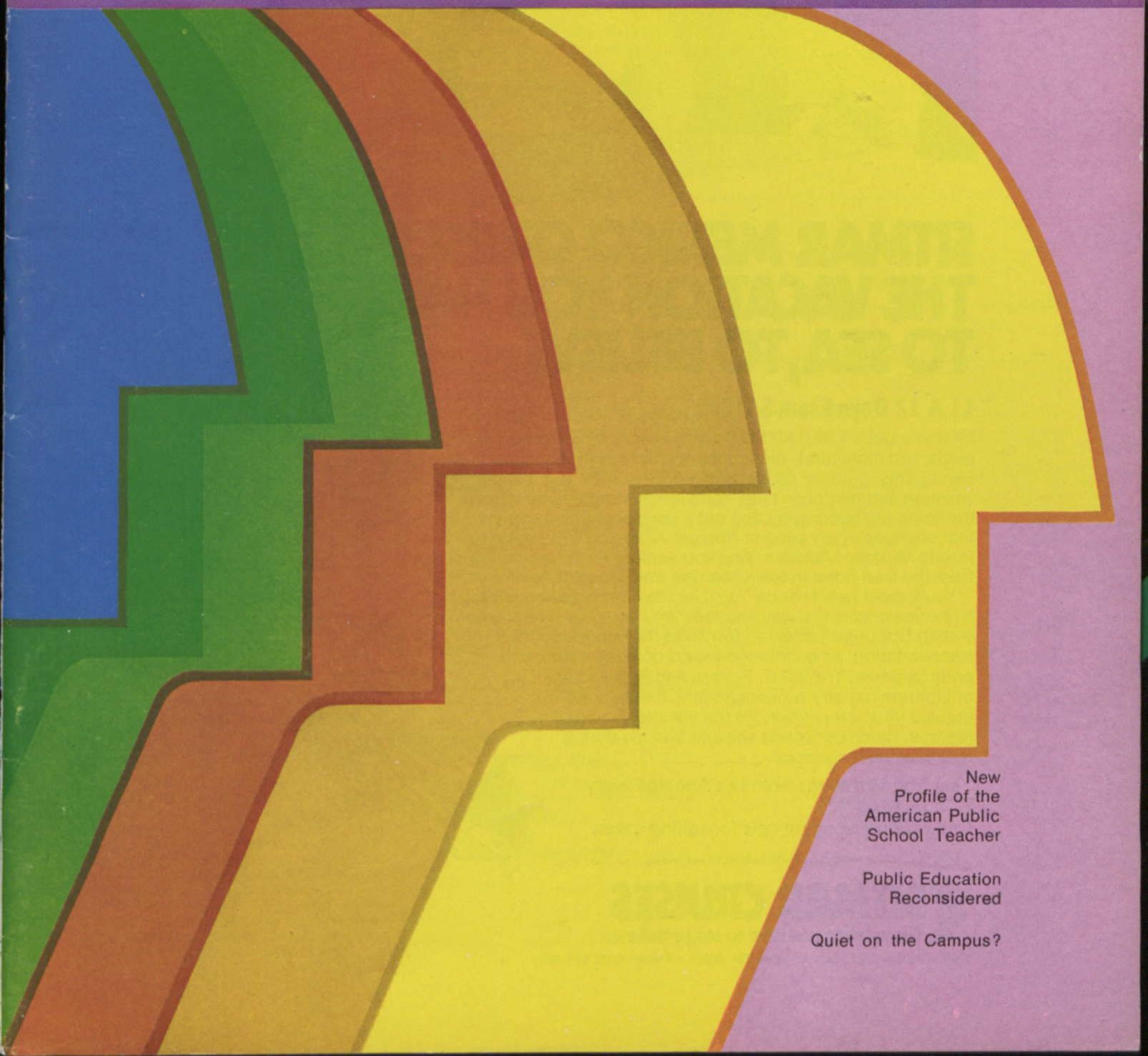

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The Journal of the National Education Association

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NEWS AND TRENDS

College-Trained Youth Being Wasted, Report Says

America is wasting one of its most valuable assets--its young, college-trained manpower--warns the NEA Task Force on Under-Utilization of Professional Personnel in a recent special report. The Task Force was created last June by the NEA Executive Committee to develop programs and strategies for dealing with long-range problems relating to teacher supply, job security, and school quality.

The report cites statistics showing that a record supply of college-trained young people is pouring into a shrunken job market, and it points out that public education would be the most desirable area for enlarging employment opportunities. Allotting more resources to education "will provide a greater return for the investment than almost any other area," the report says, "because the quality of the future of our nation rests to a great degree on the quality of education" provided to future citizens and workers.

NEA President Donald Morrison said that, with proper planning, the job market shortage crisis can be an "unprecedented opportunity" to apply vast human resources to national goals in education, welfare, justice, and other areas to enhance the quality of American life.

School Expenditures Up, But by Small Margin

Public schools will spend an estimated record $929 for each pupil in average daily attendance during the 1971-72 school year, reports the NEA Research Division in its 30th annual report on school statistics. Although this is a $61 increase over the $868 average per pupil expenditure last year, NEA researchers say schools probably will not be able to purchase any more goods and services than in 1970-71.

The report, "Estimates of School Statistics, 1971-72," forecasts that local school districts will bear the largest share of the burden of public school costs—52 percent. The states' contribution will be 40.9 percent, while federal support will drop from 7.2 percent in 1970-71 to 7.1 percent this year. The report estimates total public school expenditures will increase only 7.1 percent, the lowest increase in a decade. This is attributed by NEA researchers chiefly to the leveling off of enrollments and to the economic slowdown.

NEA Criticizes Nixon's Parochial Aid Promise

President Nixon announced last month that he would include in his education finance reform program "specific measures designed to preserve the nonpublic school system." NEA President Donald E. Morrison said that "such assistance would further reduce presently inadequate funds for the public schools, which are already in severe financial distress." Pointing out that public aid to private schools has been ruled unconstitutional, Morrison said that Nixon seems determined "to subvert the judgments of the Court."

North Carolinian Is Teacher of the Year

1972 Teacher of the Year is James M. (Jay) Rogers, Jr., teacher of United States history and black studies, Durham (North Carolina) High School. The annual award program, which honors classroom teachers, is sponsored by Encyclopaedia Britannica, the Council of Chief State School Officers, and the Ladies' Home Journal.

Working Students May Avoid Tax Withholding

Working students who did not owe any federal income tax in 1971 and who expect to owe none in 1972 may be exempt from federal income tax withholding on their wages this year, the Internal Revenue Service said recently. Single students with income of less than $2,050 and married students filing jointly with income of less than $2,800 will usually not owe any federal income tax for 1972, the IRS said. To make sure he qualifies, a student should check with his local IRS office. If he is eligible, he should obtain a withholding-exemption certificate, Form W-4E, from his employer, which he must fill out and return to his employer.

More Black Americans Complete High School

The proportion of black Americans 20 years or older with high school diplomas increased from 24 percent in 1960 to 39.7 percent in 1970, according to the U.S. Bureau of the Census. The increase for white Americans of the same age was proportionately less: from 45.4 percent in 1960 to 61.8 percent in 1970.

The Bureau also reported that in 1970 persons with college training were much more likely to be in white-collar jobs than those with high school education only: 95 percent of males with four years or more of college were in white-collar jobs, while only 17 percent of men who did not finish high school held such jobs.

National Parks Honored During Centennial Year

President Nixon recently proclaimed 1972 National Park Centennial Year. Yellowstone, the first national park, was established in 1872. The National Park Service and NEA, cosponsors of the Environmental Education Project, both hope to tie their efforts in environmental education to the centennial theme.

Florida School Being Built Under a Highway

An elementary school is being built under Interstate 95 in Miami. The school will be air-conditioned and sound-proofed; the highway above it will be heavily railed to prevent autos from crashing over the side. Miami's supervisor of school-site planning says that if the city had had to condemn the land needed for the school it would have cost $2 million and would have displaced 150 families. Instead the school board is leasing six acres from the state for $1 a year.

Educational Facilities Center Opens in Chicago

The Educational Facilities Center--designed to be a continuing exposition of educational materials and equipment--has opened in Chicago in temporary quarters. A 34-story permanent headquarters for the Center will open in 1974 or later, according to its chairman, former NEA President George D. Fischer.

School System Uses Surveillance Cameras

The Polk County, Florida, school system has installed surveillance cameras in junior and senior high schools to monitor corridors, problem classrooms, and other potential trouble areas. The cameras snap a picture every 30 seconds, but the films are not developed or seen unless a disruption occurs, according to Polk County school officials.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the NEA Reporter. Members in some unified states receive Reporter news through joint NEA-state association newspapers.

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Art Education

Although we of the National Art Education Association enthusiastically approved of the publication of James A. Smith's article, "The Awful Beginning" (April), and appreciate the impact it conveys, we would like to add these comments:

We believe no teacher wants to allow an "awful beginning" to a child's expression of life and the world. No teacher wants his students to turn out stiff, empty sailboats that have no grace and cannot "sail." The very essence of a teacher's dedication is to help every child know how to *feel* the richness of experience and to *express* it in his own personal way, capturing all of the wonder of sea and sky and wind and waves and how it feels to be there.

We believe no teacher really wants to foster an inert art program. But some do so. The problem is how best to make an art program really meaningful and how to develop each student's awareness and responsiveness in a way that is lasting. Refusing to rely on ready-made patterns and stereotyped ideas is, of course, the beginning. It is essential to plan projects that respect each child's individual expression, that call upon the personal experiences of each child, and that encourage every child to observe and respond to life in his own way.

For articles that discuss this further and offer ideas to help teachers build meaningful art programs, consult *Art Teacher*, a new magazine by and for elementary and secondary teachers and published by the National Art Education Association. For information, write to NAEA, 1201 Sixteenth St., N.W., Washington, DC 20036.

—John J. Mahlmann, *executive secretary, NAEA.*

Most of Us Care

After reading the poem, "An Open Letter to Teachers," by Future Teacher of America member Katheryn Kearney (January), I found myself admiring the beauty she created with words but thinking, She can't be talking about the teachers I know.

I wish I could say that 100 percent of the teaching profession care and care deeply (and I hope Miss Kearney's poem makes those to whom it applies take inventory), but I can't, of course. I *can* say, though, that I know countless teachers who year after year, for no remuneration whatsoever, perform a multiplicity of extracurricular services that show how much they care.

—Kathleen Comiskey, *president, Massachusetts Teachers Association.*

(*Continued on page* 8)

Will private education survive without public support?

Otto Kraushaar AMERICAN NONPUBLIC SCHOOLS
Patterns of Diversity

As our congressmen weigh legislation that may affect both public and private schools for decades to come, educators and parents must take stock of the educational alternatives available to them.

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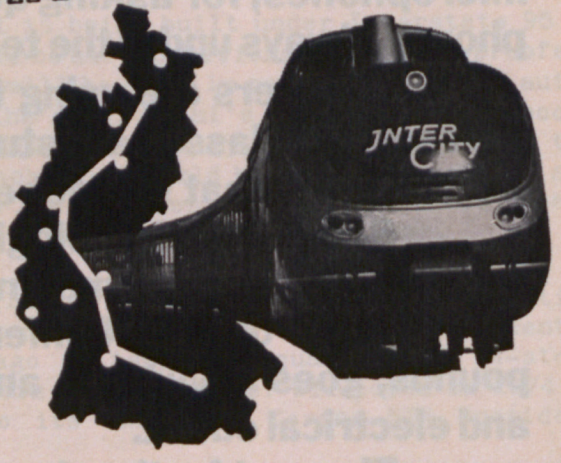

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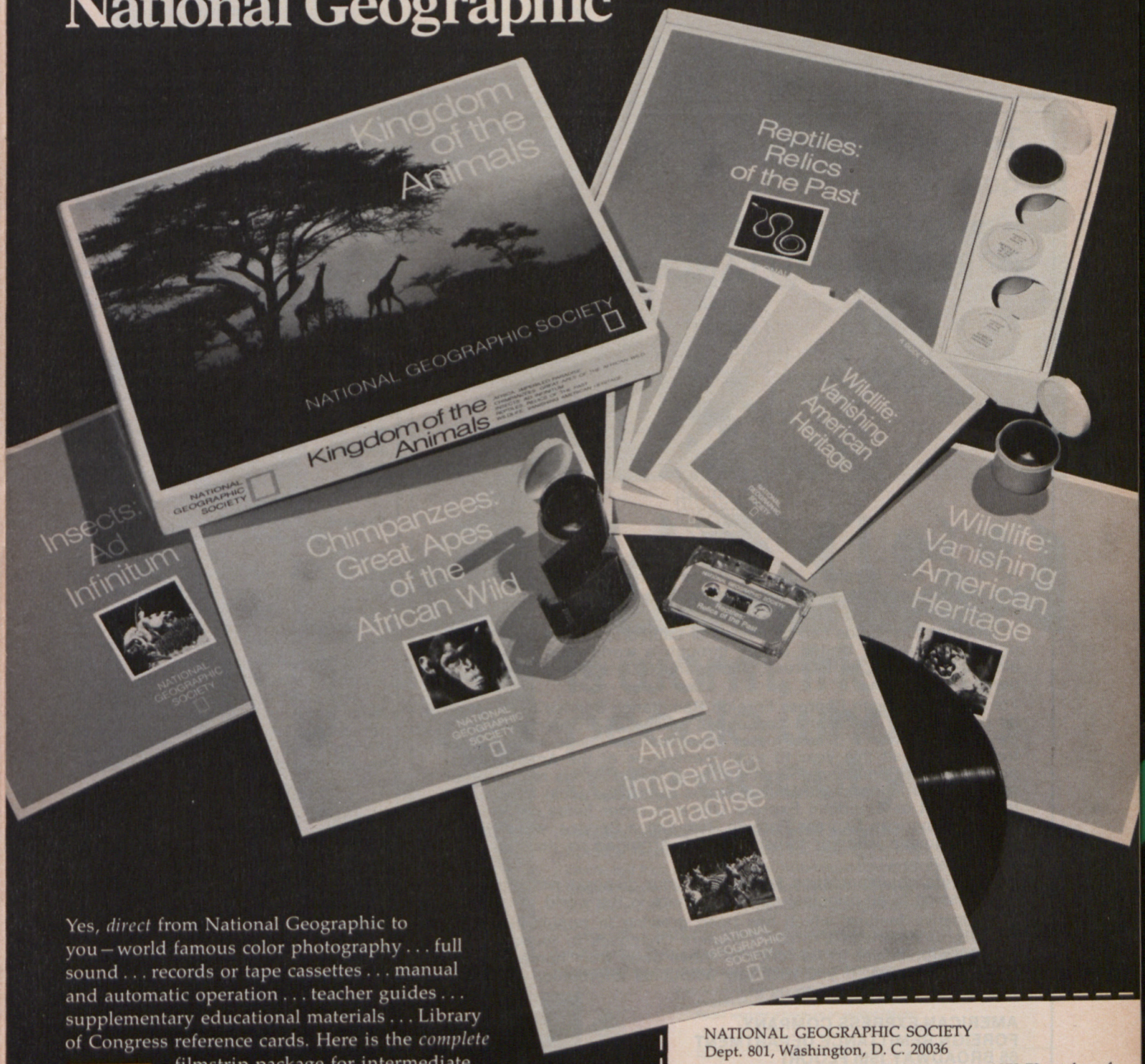
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(*Continued from page* 6)

Katheryn Kearney wasn't thinking about prizes when she wrote her poem. It was her "last desperate cry for help," and she placed copies of it in teachers' mailboxes hoping that someone would care enough to listen.

The poem eventually became an entry in the 1971 National Future Teachers of America Writing Competition and won the Joy Elmer Morgan Award, which Kathy traveled to Washington, DC, to receive from Dr. Morgan in person.

The fact that someone had listened—teachers, the National Education Association, other students—inspired Kathy to return home and work to make things better. She developed a model independent study program that she presented to her school administration for possible adoption at her high school. The program was so well received that it has been submitted to the Maine State Department of Education for consideration as a model for use by schools throughout the state.

In addition, Kathy has been instrumental in establishing a free school in her community. With the help of some of the teachers she once thought "didn't care," and many interested students, the school functions in a local church.

Kathy is excited but cautious. She still is concerned that some adults may be only "playing games with kids." But she said recently, "It seems like a hundred years since I wrote my poem, hoping that maybe just one teacher would hear me and believe in me."

—John Van Schoonhoven, *director, Future Teachers of America.*

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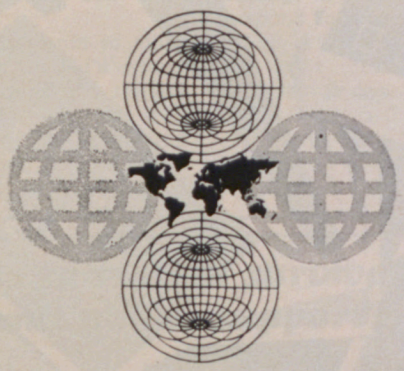

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Creativity

I've just finished reading E. Paul Torrance's article, "Creative Kids" (January), and find that many of the things he says concerning creative children are in agreement with my hunch that students in continuation high schools are more creative than students in the regular or comprehensive high schools. I am in the process of writing a doctoral dissertation concerning this hunch. My dissertation is based on a study I made to ascertain, through the use of the Torrance Test of Creativity, the incidence of creativity among deviant youths attending continuation high schools.

—Russell L. Chimento, *principal, American Legion High School, Sacramento, California.*

How We Learn

I take issue with almost every statement made by Professor Elkind in his article entitled "Misunderstandings About How Children Learn" (March).

There is no difference between the way children, adults, infants, or adolescents learn. Man is born completely ignorant, not even knowing that he does not know. He has had to learn everything he knows at any point in his life because learning is an individual enterprise—the product of interest and intelligence. A lack of either factor results in no learning.

Furthermore, one learns *only* from *ex-*

(*Continued on page* 51)

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TEACHER OPINION POLL

Problems for Schools

"What do you think are the biggest problems with which the public schools in your community must deal?" A Teacher Opinion Poll, conducted by the NEA Research Division in spring 1971, asked this question of a nationwide sample of public school classroom teachers. A public opinion poll, conducted by Gallup International in spring 1970, had asked the same question of a national sample of the adult population.*

The two surveys differed in that the Research Division's questionnaire gave respondents a list of possible school problems and asked them to check all that applied, while most respondents in the Gallup interviews named only one school problem as the biggest. Thus, percentages of teacher respondents indicating each of several school problems were much higher than percentages of the public naming the same problems.

Teachers and public agree that two of the biggest problems facing their schools are finances and discipline. These two problem areas ranked first and second in percentage of teacher respondents and first and third in percentage of the public naming them. School facilities were the fifth most frequently mentioned problem for both teachers and public.

On other school problems, teacher opinion and public opinion diverged. After finances and discipline, the two biggest problems named by the largest percentages of teachers were parents' lack of interest and pupils' lack of interest. In the opinion of the public, however, teachers were one of the biggest problems (fourth highest in percent response).

Problems of integration and segregation also ranked high in public opinion, polling a percent response similar to that citing finances as one of the biggest problems. The percentage of the public naming drugs as one of the biggest problems for schools was comparable to the percentage mentioning school facilities. In the Teacher Opinion Poll, as many or more respondents named curriculum, school board policies, or the school administration among the biggest problems as mentioned either drugs or integration/segregation.

	Teachers	Public
Finances	65%	17%
Discipline	60	18
Parents' lack of interest	45	3
Pupils' lack of interest	44	
Facilities	43	11
Curriculum	30	6
School board policies	26	2
Dope/drugs	25	11
School administration	25	1
Integration/segregation	22	17
Teachers	13	12
Transportation	8	2
Miscellaneous	5	3
No problems	1	5
Don't know/no answer	1	18

Elementary and secondary teachers were generally in agreement about the biggest problems for schools in their communities. However, considerably more secondary than elementary teachers regarded parents' or pupils' lack of interest among the major problems. Similarly, a higher percentage of secondary than of elementary teachers thought drugs one of the biggest problems for schools.

	Elementary teachers	Secondary teachers
Parents' lack of interest	40.1%	49.4%
Pupils' lack of interest	37.0	51.3
Dope/drugs	21.9	28.9

Opinions of urban, suburban, and rural teachers differed on certain points. More urban than suburban teachers and more suburban than rural teachers considered discipline one of the biggest school problems. A similar pattern of responses occurred in the case of problems of integration.

Suburban teachers showed the smallest percentages finding parents' or pupils' lack of interest among the biggest problems, in comparison with greater percentages of rural and still greater percentages of urban teachers.

More urban and suburban than rural teachers named school board policies or drugs as school problems; the percentage of suburban teachers indicating drugs as one of the biggest problems slightly exceeded the percentage of urban teachers giving this response.

	Urban	Sub-urban	Rural
Discipline	73.6%	56.7%	49.5%
Parents' lack of interest	53.8	34.8	47.6
Pupils' lack of interest	51.3	37.8	44.2
Integration/segregation	30.5	19.9	15.7
School board policies	29.7	27.9	18.7
Dope/drugs	27.8	32.4	14.0

—NEA Research Division.

*Data from this survey used by permission of Gallup International.

FOR YOUR INFORMATION

Donald E. Morrison, NEA President; Sam M. Lambert, Executive Secretary; John D. Sullivan, Assistant Executive Secretary for Communications and Public Relations, and Publisher of *Today's Education* (NEA Journal).

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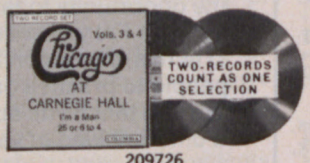

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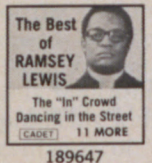

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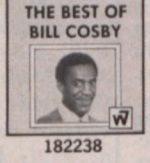

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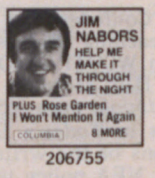

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KRIS KRISTOFFERSON
THE SILVER TONGUED DEVIL AND I
PLUS
Loving Her Was Easier (Than Anything I'll Ever Do Again) 8 MORE
MONUMENT

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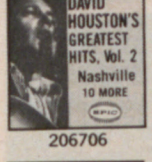

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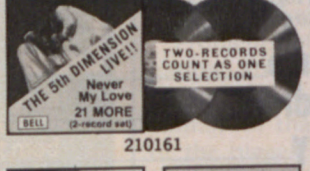

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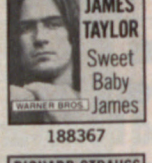

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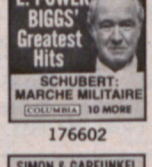

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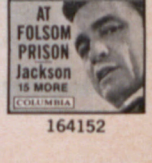

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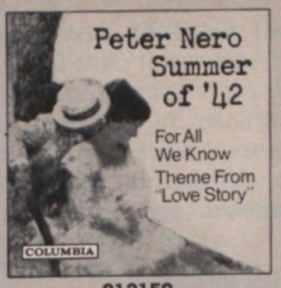

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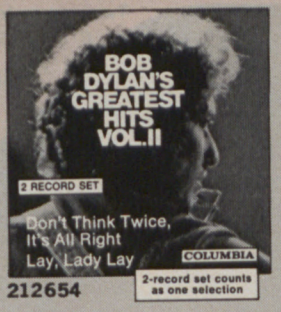

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2-record set counts as one selection

hit records...only $2.86

if you join now and agree to buy just 10 records (at regular Club prices) during the next 2 years

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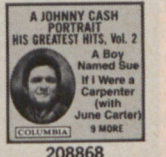

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Yes, it's true! — if you join now, you may have ANY 14 of these records for only $2.86. Just mail the application at the right, together with your check or money order for $2.86. In exchange . . .

You agree to buy just ten records (at regular Club prices) in the coming two years — and you may cancel membership at any time after doing so.

Your own charge account will be opened upon enrollment . . . and the records you order as a member will be mailed and billed at the regular Club price of $4.98 or $5.98 each, plus processing and postage. (Multi-record sets are somewhat higher.)

You may accept or reject records as follows: every four weeks you will receive a new copy of the Club's music magazine, which describes the regular selection for each musical interest . . . plus hundreds of alternate selections.

. . . **if you do not want any record** in any month, just return the selection card provided by the date specified

. . . **if you want only the regular selection** for your musical interest, you need do nothing — it will be shipped to you automatically

. . . **if you want any of the other records offered,** just order them on the selection card and return it by the date specified

. . . **and from time to time** we will offer some special albums, which you may reject by returning the special dated form provided . . . or accept by simply doing nothing.

You'll be eligible for our bonus plan upon completing your enrollment agreement — a plan which enables you to get one record of your choice free (only 25¢ for processing and postage) for every one you buy thereafter. Act now — fill in and mail the application today!

Columbia Record Club
a service of
Columbia House
Terre Haute, Indiana 47808

441/S72

COLUMBIA RECORD CLUB, Terre Haute, Indiana 47808

I am enclosing check or money order for $2.86 as payment for the 14 records indicated below. Please accept my membership application. I agree to purchase ten records (at regular Club prices) during the coming two years, and may cancel membership any time thereafter. If I continue, I'll be eligible for your bonus plan.

Write in numbers of 14 selections

All records will be described in advance in the Club Magazine, sent every four weeks. If I do not want any record, I'll return the selection card by the date specified . . . or use the card to order any record I want. If I want only the regular selection for my musical interest, I need do nothing—it will be sent automatically. From time to time, I'll be offered special albums which I may accept or reject by using the dated form.

MY MAIN MUSICAL INTEREST IS (check one box only)

☐ Easy Listening ☐ Young Sounds ☐ Classical
☐ Broadway & Hollywood ☐ Country ☐ Jazz

☐ Mr.
☐ Mrs.
☐ Miss.....
(Please Print) First Name Initial Last Name

Address.....

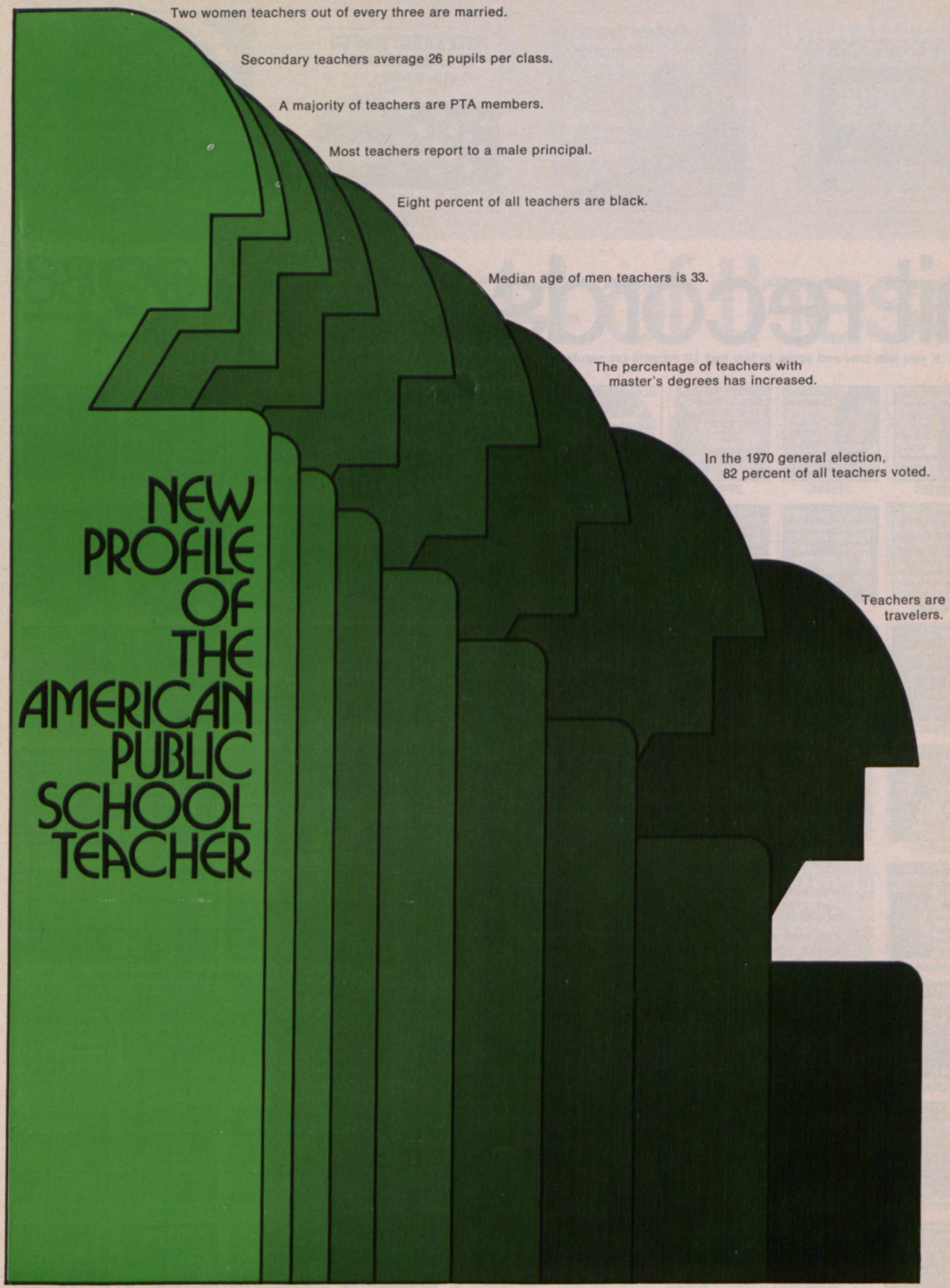
City.....

State.....Zip Code.....

Do You Have A Telephone? (check one) ☐ YES. ☐ NO

APO, FPO addressees: write for special offer **(BS-Z) DOH**

FOR CANADA: mail coupon to U.S.A. address. We will be happy to service this membership directly from Canada with the same offer, though the regular Club prices are slightly higher.


Two women teachers out of every three are married.
Secondary teachers average 26 pupils per class.
A majority of teachers are PTA members.
Most teachers report to a male principal.
Eight percent of all teachers are black.
Median age of men teachers is 33.
The percentage of teachers with master's degrees has increased.
In the 1970 general election, 82 percent of all teachers voted.
Teachers are travelers.
NEW PROFILE OF THE AMERICAN PUBLIC SCHOOL TEACHER

□ **Teachers are younger, better educated (but less** experienced), and better paid than they were 10 years ago. They still work as many hours a week both in and out of school as they used to and teach as many days of the year, but they spend fewer hours on unpaid work and have fewer extra nonteaching days of duty. They have slightly smaller classes, are less likely to be misassigned, and are more likely to have a duty-free lunch period than in the past. They are less likely to join organizations (although very likely to participate in political elections) and more likely to own or be buying their own homes and two cars.

These are some of the changes in the teaching profession during the 1960's that came to light in a recent study by the NEA Research Division. Every 5 years, the Division conducts a comprehensive survey of the American teaching profession by means of a questionnaire sent to a nationwide sample of teachers in public elementary and secondary schools. Topics covered range from details of the teacher's assignment to facts about his family and outside activities. The latest survey, made in spring 1971, received an 84 percent response from the teachers questioned. This article presents some of the major findings about what has happened to the teaching profession in the 1960's and where it stands at the beginning of the 1970's.

Who are the teachers of America?

The 1960's have seen some changes in the teaching population, including the following:

- The median age of teachers has dropped from 41 years in 1961 to 35 years in 1971. Men still have a median age of 33, but women have become progressively younger; their median age fell from 45½ to 40 between 1961 and 1966 and to 37 in the last 5 years.
- The percentage of men teachers in the profession has increased from 31 to 34 percent since 1966. More elementary teachers and more older teachers (age 50 or older) are now men.
- More teachers are married, an increase from 68 to 72 percent in 10 years. Four men out of 5 and 2 women out of 3 are married.
- The "old maid schoolteacher" was already a thing of the past in 1961, but single women in the profession have since decreased in percent from 17 to 14.
- The percentage of men with working wives has increased from 32 to 45 percent in the last 10 years, and the percentage of men with wives employed in full-time teaching has increased from 17 to 21 percent in the last 5 years.
- Women teachers tend to come from families of higher occupational and educational status than men. The percentage of women whose fathers were business or professional men has increased from 38 to 45 percent since 1961, compared with a constant 34 percent of men from such background. The mothers of 3 in 10 women, compared with 2 in 10 men, went to college.

Men and women teachers exhibit different and changing career patterns:

- The experience of men teachers has *increased* from a median of 7 years to a median of 8 years in the course of the 1960's, but the experience of women has *decreased* from 14 to 8 years in median terms since 1961.
- Two-thirds of all women teachers began teaching either within the past 5 years or more than 20 years ago. In contrast, 6 in 10 men began teaching within the last 10 years.
- The percentage of women teachers who have had a break in service has decreased from 53 to 40 percent since 1961, and the percentage of women with a break in service for marriage or homemaking has decreased from 17 to 10 percent since 1966. However, nearly 1 woman in 5 continues to report a break in service for maternity or child rearing, and 5 percent of women teaching in 1970-71 planned to drop out in 1971-72 for homemaking and/or child rearing.

Within the profession, positions held by teachers reflect traditional sex identification of occupational roles:

- Only 1 man in 4 teaches in elementary school and less than 1 percent of all men teach grade 3 or below. In contrast, two-thirds of all women are elementary teachers, and one-third teach grade 3 or below. Conversely, 42 percent of men, compared with 18 percent of women, are senior high teachers.
- In secondary schools, the largest percentage of women teach English, while greater percentages of men than women teach science and social studies.
- The principalship is a male preserve. Two-thirds of all teachers are female, but 89 percent of all teachers report to a male principal. In elementary schools, 84 percent of teachers are women, but 80 percent of elementary teachers have men for principals. In secondary schools, 99 percent of teachers indicate that their principals are men.

Where teachers are

The nation's public school teachers are distributed among different types of communities:

- The largest proportion of teachers, 45 percent, are in school systems enrolling 3,000-24,999 pupils; 28 percent teach in large systems with 25,000 or more enrollment and 27 percent in small systems with less than 3,000 enrollment.
- More than one-third of all teachers teach in urban schools, more than half teach in suburban communities or small towns, and about 1 teacher in 8 is in a rural school. Two teachers in 10 are in large cities with a population of 250,000 or more, about half of them teaching in inner-city schools.
- Three teachers in 8 report that a majority of the pupils they teach come from the lower middle class; 2 in 8 report mainly pupils from the upper middle and upper classes; and 1 teacher in 6 indicates that a majority of his pupils are lower class in socioeconomic status. The rest report mixed economic classes among their pupils.
- Although 8 percent of teachers identify themselves as black and 6 percent report that they have a black

principal, 12 percent report that half or more of the pupils they teach are black.

• In large systems, 29 percent of teachers teach in the inner city, 28 percent report that half or more of their pupils are black, and 29 percent that a majority of their pupils are lower class in socioeconomic status.

• Six teachers in 10 live within the boundaries of the school systems that employ them, but only 1 teacher in 3 lives within the attendance area of the school where he is teaching. In large systems, only 17 percent of teachers live within the attendance area of their schools, compared with 36 percent in medium-sized systems and 50 percent in small systems.

Teachers, like the rest of the population, are mobile:

• Only 29 percent of 1971 teachers were living in the communities where they had lived as children, a decrease from 33 percent in 1961. Recent newcomers to their communities increased from 11 to 15 percent in the same 10 years.

• About half of all teachers have taught in more than one school system. Three teachers in 8 have taught in a different system in the same state where they currently teach, and 1 teacher in 5 has taught in another state.

• Five percent of those teaching in 1970-71 planned to teach in a different school system in 1971-72.

Progress and problems in teaching conditions

Improvement has occurred in a number of areas of teaching conditions, but evidence of continuing problems also exists:

• The percentage of teachers teaching at least part of the time in grades or subjects outside their major field of preparation has decreased from 31 to 23 percent since 1961. However, correction of misassignment has taken place where least needed: Fewer teachers are teaching some but less than half of their time out of field, but 1 teacher in 7 continues to be so seriously misassigned that he is teaching 50 percent or more of the time outside his field.

• The mean size of classes taught by elementary teachers has crept downward at a snail's pace from 29 pupils per class in 1961, to 28 in 1966, to 27 in 1971. Secondary teachers average 26 pupils per class, down from 27 in 1966 and 1961, but the mean number of pupils they teach per day is still over 130.

• Secondary teachers' unassigned periods have increased from a mean of 4 to a mean of 5 per week in the last five years, but 1 secondary teacher in 5, as in 1961, has no unassigned periods at all.

• Data on lunch periods show a victory for teachers in the second half of the 1960's. The percentage of teachers eating lunch with their pupils, which *increased* from 39 to 47 percent between 1961 and 1966, *decreased* to 31 percent in 1971. In 1966, fewer than 4 elementary teachers in 10 had a duty-free lunch period; in 1971, 6 in 10 had a duty-free lunch.

• The mean total working week for teachers is still 47 hours, as at the beginning of the 1960's. However, the mean number of hours spent by teachers on non-compensated school-related activities has decreased from 11 to 8 per week in the last 5 years.

• Teachers still teach a mean of 181 days a year, but their mean number of nonteaching days of contract has dropped from 5 to 4 since 1966.

Teachers' professional qualifications

Academic preparation of teachers has improved greatly during the 1960's:

• Nondegree teachers have almost entirely disappeared from the profession. In 1961, 15 percent of teachers did not even have a bachelor's degree; now 97 percent have at least a bachelor's degree.

• The percentage of teachers with bachelor's degrees increased in the first half of the decade; the percentage with master's degrees, in the second half. Forty-two percent of men and 19 percent of women have a master's degree or 6 years of preparation.

Teachers also show a strong interest in continuing education and professional growth:

• In the last 3 years, 61 percent of teachers have earned a mean of 14 semester hours of college credit beyond the bachelor's degree.

• Six teachers in 10 have participated in workshops sponsored by their school systems during the last 3 years.

• Six percent of 1971 teachers had had sabbatical leave for study, travel, or other purposes at some time since fall 1968.

Outside activities

Teachers' participation in organizational activities has declined in the past decade, but they continue to show a high degree of interest in activities that have professional relevance:

• Percentages of teachers who are members of churches, political parties, youth-serving groups, fraternal organizations, women's groups, men's service clubs, and parent teacher associations have decreased during the 1960's, especially among younger teachers.

• The mean number of hours per week that teachers give to working for organizations during the school year has decreased from 2 to 1 in the past 5 years. The percentage of teachers who do not give time to working for organizations has increased from 33 to 41 percent in the past 10 years.

• A majority of teachers, however, are members of local, state, and national educational associations, and more than half of all secondary teachers are members of subject-matter or professional special-interest associations. Despite the decrease since 1966, a majority of teachers also are still PTA members.

• Teachers are travelers. Apart from 4 percent who have traveled on sabbatical leave in the last 3 years, 26 percent have undertaken other educational travel in the last 3 years, and 35 percent traveled during the 1970 summer vacation.

Data on teachers and politics include the following:

• Formal membership in political party organiza-

tions dropped drastically from 31 to 13 percent between 1961 and 1971.

- However, 82 percent of teachers voted in the general election in 1970 and 75 percent voted in primary elections.
- By a ratio of 6 to 4, teachers who classify their political philosophy as conservative or tending to be conservative outnumber those who either are or tend to be liberal.
- Forty-three percent of teachers classify themselves as Democrats and 34 percent as Republicans, but 22 percent report that they are not affiliated with any political party. More than a third of teachers under age 30 have no party affiliation.

Economic status

Teachers have to some extent participated in the rising affluence of the American middle class during the 1960's, but differences in salaries continue to leave a number of lower-paid teachers:

- The mean annual salary reported by teachers has increased from $5,264 in 1961 to $9,261 in 1971.
- Since 1966, teachers who own or are buying their own homes have increased from 62 to 67 percent, and teacher families with 2 or more cars have risen from 37 to 47 percent.
- Teachers in small school systems have a mean salary that is more than $1,000 lower than the mean salary of teachers in medium or large systems.
- The mean salary of Southeastern teachers is approximately $2,500 less than the mean salary of Northeastern teachers.
- Women continue to have lower salaries than men; however, a larger proportion of men have master's degrees. Although the percent of increase in the mean salary of men and women teachers has been similar over the past decade, the dollar amount of difference has increased.
- As in 1966, 1 out of every 6 teachers with a master's or higher degree has a lower salary than the mean salary of teachers with a bachelor's degree or less.

Few teachers rely entirely on their salaries as teachers to support themselves and their families:

- Teachers with income in addition to their teaching salary have increased in percent from 51 to 57 between 1961 and 1971. In 1971, 81 percent of men averaged about $1,900 in extra income, and 44 percent of women averaged just over $1,000. The percentage of women earning extra income during the summer or school year or both has doubled in the last 10 years.
- Although women have lower salaries than men and fewer of them have extra income, the combined total income of married women teachers and their husbands averaging $18,510, is higher than the $15,006 averaged by married men teachers and their wives.
- The teacher's salary represents an average of 52 percent of total household income for the families of married women and 72 percent of total income in the households of married men. □

GETTING TO KNOW THEM

MARTIN L. STAMM, *professor of education, supervisor, graduate program, counselor education, Trenton State College;* **BLOSSOM NISSMAN,** *Pupil Personnel Services, Willingboro (New Jersey) School District; adjunct assistant professor, Rider College, Trenton; coauthors of* New Dimensions in Elementary Guidance *(1971).*

□ **An elementary school teacher can develop many** techniques for appraising children. Among these techniques are various nontest procedures, including observation, anecdotal records, autobiographies, sociometric techniques, and rating scales. All can be effective as integral parts of the curriculum, adding a new dimension to the regular content. They can also provide the teacher with some vital information.

One successful technique, which was developed in a pilot program, involves use of a world map, drawn with the help of an opaque projector and a magic marker. Each child is asked to bring in a photo of himself, which is placed on the map at his place of birth. In our mobile society, the photos may well appear on nearly every state as well as on foreign soil.

A small car, plane, and ship are then attached to the map by long pieces of plastic or string. Using these modes of transportation, the child can illustrate how he crossed the country or various states by car or plane or, perhaps, how he crossed an ocean or other body of water by ship. This social studies lesson gives the teacher some clues about where the child has been and a little more about his background than can be found in a cumulative folder.

Another device to give the teacher information about family relationships and home environments is preparation of a family album. Each pupil's album might consist of drawing paper stapled together.

Since many children do not live in traditional family groupings, the teacher should expect varying family arrangements. Therefore, he might list the drawings needed for the album this way:

1. The person who takes care of you. This person may be any adult, not necessarily a parent.
2. Children who live with you. Very often this may include children other than brothers and sisters.
3. Your hobby. The child may draw a picture of any enjoyable out-of-school activity carried out alone or in participation with other children.
4. Your favorite spot at home. This shows the part of the home the child finds most important to him.

Children love the family album, parents find it a valuable keepsake, and the teacher learns much from its contents. Older students may employ the same concepts, developing them through composition and crea-

tive writing instead of artwork.

It's important that the teacher meet the child's parents or guardian. How many times have you heard a teacher say, "Now that I've met Mary's mother, I understand why Mary is the way she is."

The teacher may plan a family day to provide an opportunity to meet parents in a social setting. At a scheduled time, family members arrive to share various treasures and to enjoy simple refreshments.

Children are fascinated when a grandmother shows the beautiful dress she's made for one of their classmates. The scale model of the first airplane a pilot-uncle flew is a wonder when coupled with stories of his flying adventures.

The treasures displayed tell the teacher a lot about the pupils' backgrounds and give the children pride in their family's heritage. The outgrowth of such an occasion leads to an open line of communication between home and school—an important requirement for understanding the whole child.

Puppets made from clothespins, socks, balloons, and toys are excellent tools to mirror a child's thoughts and feelings. Dramatic playacting to recordings of familiar stories helps the child interpret life around him. The teacher learns much about the child from these creative verbal and manipulative expressions. And, the child also learns a lot about himself.

A recording of a well-known story, such as "Peter and the Wolf," can be used effectively as pupils are encouraged to portray the various parts spontaneously. It's interesting to note the child who always wants to be the villain and the one who will only volunteer for gentle roles. A teacher may see how pent-up anger is released in an acceptable manner.

The child who is often the target of teacher reprimands for disruptive behavior may suddenly find himself the star of the production and winning appreciation for behaving exactly the same way. What a triumph for the child who at last is able to make a unique contribution! Later, the child may be more willing to follow rules in anticipation of further "rewards of acceptance" from his peers.

Pride is a powerful catalyst of motivation. When a pupil can share his successes with those whom he wants to impress (usually his parents and his peers), he will have good reason to achieve. To learn for the sake of learning will be an outgrowth of this feeling of pride and self-worth.

A teacher can create an environment which recognizes each child's individual worth. For example, at the open house held in most schools each year, teachers should display each youngster's work at his desk, rather than simply placing the best work on the bulletin board.

A life-size tracing of each child can be made on large sheets of paper. The child cuts out the tracing and colors it to look like himself. The paper doll images are then taped to the desks, so that visiting parents can easily identify where their child sits. This vivid picture of a classroom of "attentive students" provides appropriate opportunities for understanding between the parent and teacher as to the importance of each individual to the classroom environment.

A good way to help a shy, hesitant youngster become part of a group situation is through the use of a tape recorder. The child describes himself on the tape (this can be done in a private corner), thus drawing a verbal picture for the others to identify.

After several children have had a turn, the tape is played and the class tries to guess who best fits each description. This not only gives the child a chance to participate but gives the teacher some insight into the child's feelings about his own image.

As children begin to recognize each other's voices, they are asked to describe someone else in the group rather than themselves. Quickly realizing how little they have noticed about their friends, the boys and girls usually become more interested in each other and often become more attentive in class.

Every classroom teacher should be concerned about the children's attitudes toward each other. Overt activity does not always present a true story. For example, in the lower grades children may select one of their peers because they want teacher acceptance. In the upper grades, the opposite may be true.

One technique for determining the social adjustment of children is to use a variation of the sociogram combined with a rating scale. First, the pupils are given a list of various "jobs" typical of most classrooms. They are asked to designate someone in the class whom they feel would be most competent in fulfilling each responsibility.

In addition, they are asked to list at least five qualities a person should have in order to do this job well. The results of these listings will show the qualities held in the highest esteem, which children are considered acceptable within the class, and which ones are rejected by their peers. Also, the results reveal the emotional climate of the class.

Children reveal much about themselves through creative writing. A lot can be learned through the use of objects with which they can identify. For example, the topic "How would you feel if you were a bottle cap?" permits all kinds of creative thought. It may reveal what a child feels he cannot do but would do if he were someone else or something else.

One first grader wrote, "If I were a bottle cap I would put all my toys in my bottle and close it up so my sister can't wreck them when I'm at school."

A third grader wrote, "If I were a bottle cap I would collect all the people that make wars and lead them into my bottle and close them up until they learned how bad it is to be a prisoner. Then they would be happy to be free and not fight anymore."

A sixth grader wrote, "If I were a bottle cap, I'd blow my lid!" □

The Price of Glory

HOWARD A. VAN DEINSE, *English teacher, Winona (Minnesota) Junior High School.*

□ **For a number of summers, I forsook the safety and** anonymity of my English classroom for the danger and derring-do of driver education. The switch was no mere psychological sublimation; it was simply a matter of *money* and perhaps, too, a jot of fame.

I have discovered that "I teach English" as an answer to the question "What do *you* do?" seems to elicit nothing more than a self-conscious "Heh, heh, I'll hafta watch my grammar!"

On the other hand, the answer, "I teach driver education," elicits admiration and a gasped "Oh, how can you *stand* it!" All this, when coupled with the aforementioned money, afforded me several fairly enjoyable summers. With one notable exception, that is.

The moment I walked into the garage I suspected that *this* was going to be a different kind of summer. There was a certain silence about the place; the other four instructors were just sitting quietly. One of them, Bob Goldman, wasn't telling jokes, which is tantamount to a mangy dog's not scratching its fleas. Even the students were subdued. Then one of them, a chubby, rather vacant-looking boy, bumbled over, shuffled clumsily, and said, "Hiya, Mr. Vandals?"

"Mr. *Van Deinse,*" I corrected automatically.

"Yeah. Well, ah, I'm Chuck."

"Well, Chuck, are you going to be one of the students driving with me?"

"Uh, yeah. I drove last session with Mr. Golden over there, an' he flunked me."

Chuck grinned and my heart sank. Mr. "Golden" was perhaps the most understanding of all the instructors, and if *he* failed Chuck! I glanced his way and was shocked by the look of fiendish glee on his face. Goldie, I thought, thou hast shafted me!

A bell interrupted my murderous thoughts, and a general movement toward the cars followed, with Chuck leading the way. A cry, "Here's ours!" assaulted me.

I headed for the driver's seat only to find Chuck already firmly ensconced and steering mightily.

"Move over, Chuck. I'll drive," I said, forcing a note of kindness into those brusque, abrupt words.

"Well, OK," he mumbled, sliding from under the wheel and reluctantly settling himself in the far corner.

It was bad. The whole hour was bad. If all Chuck had had to do was steer, he'd have won any contest. But Chuck's feet and brain (mentioned in the order of size and usefulness) were incompatible. He could not coordinate the brake and the gas and his hands. I abruptly terminated the first lesson fifteen minutes early.

"See ya tomorrow," chirped Chuck, laboriously climbing from the car.

"OK." I sat down and reached for a cigarette. (Man, was I shook! I hadn't smoked for three years!) Get a hold of yourself, I thought. Only fourteen more days. You can sweat it out.

The next three weeks were the proverbial nightmare. An area with one-way streets by Lake Park is relatively free of traffic early in the morning, and it was there that Chuck and I and the car competed. I could no more have permitted him to drive on city streets than I could have committed suicide. In fact, to have done the former would have been to invite the latter.

Finally the last two days of the course rolled around, and I was almost lighthearted as I tripped into the garage that Friday. "Let's go, Chuck." My new cheerful manner obviously puzzled him, but he mumbled, "OK," and clambered aboard.

Perhaps it was the day, cool and gentle, or perhaps it was I, relaxed and cheerful, but whatever the reason Chuck drove around that park as he had never driven before. His turns were flawless, his stops smooth, his signaling perfect.

"Pull over to the curb," I would say, and Chuck would quite properly signal a stop, wheel gently to within six inches of the curb, and brake without the slightest jerk.

"Now pull away." Chuck would again do all the right things. He did not need me at all. Once more around, I mused, and we'll try the city streets.

So instead of the usual swing left, I casually directed, "Take a right turn here."

"OK." Before my slack muscles could react, Chuck immediately swung the wheel sharp right, ran completely over the curb, and came to rest in a large clump of bushes, a full fifty feet short of the intended intersection.

I cannot repeat what I said to Chuck that terrible day. I can only say that we returned to the garage and parted in strained silence, he to go his way, I mine.

It has taken me two years to recuperate from Chuck. During that time, I have learned to live on a little less money and a little less fame. And it is only infrequently now that I awake suddenly at night bathed in a cold sweat, having dreamed those immortal words, "Hiya, Mr. Vandals?" □

This story, here condensed, was a $100 prizewinner in the 1971 Today's Education Teachers' Writing Competition. Prize funds were supplied by the Reader's Digest Foundation.

NANCY LARRICK, *School of Education, Lehigh University, Bethlehem, Pennsylvania.*

Prayers From the Desert

□ When teachers themselves become involved in the creative arts, they develop enthusiasm and skills which children absorb easily. But many teachers have never been encouraged to dabble with paints and clay or to write poetry on their own.

Last summer 65 classroom teachers and school librarians plunged into poetry as a creative art in a poetry workshop which I directed for the School of Library Science of the University of Arizona. We sang and chanted poems, often with musical background chosen by students. Pantomime, drama, painting, sculpture, and modern dance became the accompaniments to poems selected or written by workshop people.

After reading *Prayers from the Ark* (Viking Press) by the French poet, Carmen Bernos de Gasztold, students created these "Prayers from the Desert."

The Prayer of the Sun Bearer

Let me carry the sun.
I walk along the road of turquoise
with steady step.
I do not let the sun drop.
When I reach my house of evening
light,
I take the sun
and hang it on its peg
to swing until dawn.

—Judith F. Sampson, *Tucson.*

The Prayer of the Tumbleweed

Oh Lord,
I am a tumbleweed
vagabond in the desert.
In my youth
I was attached to it.
Why is it,
now that I'm barren, brittle,
and wind-broken,
I can no longer find a home?
Is there no niche for me?
Must I always be tossed
whenever the wind beckons?
Lord,
plant me firmly in the sand.

—Corinne R. Wilson, *Tucson.*

The Prayer of the Land Snail

Plodding,
sliding, slipping over gray
warm rocks . . .
The gravel tickles my strong foot
as I ooze loosely over the
rounded stones.
Perhaps I'll find a meal
soon.
Some juicy green leaf will
suffice.
Oh, Lord, help me to exist one
more day,
in this arid, rough place.

—Helen Condit, *Tucson.*

G. Kamen

The Prayer of the Gopher Snake

God, Buddha, Jehovah, and Krishna,
as I wound my way in the hot sand today
looking for cool water and shade,
I heard a voice say, "Oh no!"
Doesn't she know,
that I, like the man on Speedway,
am not always what I seem?
I look vicious, but I'm not.
I appear to be a monster, but I'm not.
I look dangerous, but I'm peaceful.
Dear God, let her—like those in cities, towns, and even Vietnam—know that I'm fighting for survival, a home, and peace!

—Geta Le Seur, *Tucson.*

The Prayer of the Devil Twister

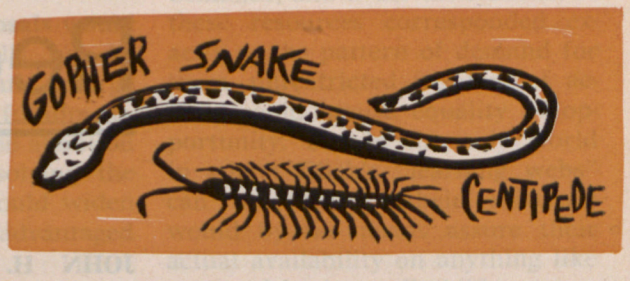
If I should stop to bow my head and pray,
it would take my breath away.
So, Dear Lord,
be patient with my running and twisting
as I say—
I am lonely.
That's why I try to hug everything.
The more I try,
the more things run when they see me coming.
Give me just one friend.

—Mary Lou Strittmatter, *Tucson.*

The Prayer of the Centipede

Dear Lord,
with innumerable footsteps I go through
life and I can never seem to get to the end of myself.
What a queer sensation to be a multitude
that follows itself.
But I must remember that always it's the
first step that counts.
Thank you for stones where I may rest
all my weary feet by day.
After all, Lord,
what really matters in life is to be in step with one's self.

—Nell Pogue, *Tucson. 1922-1971.*



The Prayer of the Barrel Cactus

Lord,
About this thing called vanity.
Is it the same as wishing?
I mean—
Being short, may I not wish for height?
Being ungainly, may I not dream of glamour?
If I must always squat in the shadow of others,
may I not imagine myself the stately sentinel?
It's not that I'm ungrateful.
In this sand-choked game of survival,
you have equipped me well.
Reservoir of the desert they call me.
But, Lord, have you forgotten
the crystal goblet, too, holds water?

—Joan Faulkner, *Tucson.*

The Prayer of a Pack Rat

To the Head Honcho:
I, apostle of "found objects,"
deserve a little more applause from out there.
Retrieved from the desert,
distributed in random splendor,
my mound of rejects is a feral philosopher's stone.
I strip the cholla, yucca, etc.,
etc., of outworn life;
recycle abandoned baubles, etc., etc.;
hoard mica, etc., etc., against the day it will be scarce.
Those quail eggs, if allowed to hatch, would only have overburdened the ecology.
And, please note, those decaying gardenias have a fragrance all their own.

—Sally White, *Fresno, California.*

The Prayer of the Porcupine

Lord,
let them know my protection is also my isolation.
Help them to look beyond my appearance.
I am truly soft underneath.

—Vade Phillips, *Tucson.*

The Prayer of the Hog-Nosed Skunk

Great Father,
last I come,
alone—
My solitary footprints
mute evidence of my loneliness.
None near to see me
elegantly attired in
ermine-trimmed coat of polished ebony.
Why, Lord,
why must I be
purveyor of fragrance
that so offensively offends?
Oh, grant me, Lord,
just one cool refreshing sip
in company with friends.

—Evelyn Badger, *Tucson.*

Public Education Reconsidered

JOHN H. FISCHER, *president, Teachers College, Columbia University.*

□ **Although neither the outcome** nor the process can yet be described with certainty, it is clear that the American system of universal education has entered a period of profound change. What we face, what indeed we are already involved in, is much more than another of the shifts of emphasis that have marked the history of our schools since the turn of the century. We are in the beginning stages of a sweeping redefinition of the purposes and functions of education in our society. Before the task is finished, we shall have to reconsider not only the nature and operation of existing institutions but also the entire question of how multiple means of education, old and new, can best be used to liberate the possibilities of individuals and to enhance the scope and meaning of human life.

For a generation, educational criticism has focused upon the shortcoming of schools as they are conducted and has produced numerous proposals for improving or redirecting them. More recently we have seen the arguments—philosophical, political, and financial—in support of institutions to offer alternatives to the public schools or the traditional types of private schools. The most radical and most provocative of all the reforms being put forward are those calling for the abolition of schools and the total "deschooling" of society.

Outrageous though the idea seems, deschooling deserves examination. Would the end of schools really further the cause of freedom? Would it increase the chances for personal fulfillment for a larger fraction of humanity?

To Ivan Illich, the most widely publicized proponent of deschooling, the school is the prime example of the damaging effect of institutions on man. The essence of his argument is that in the developed countries as well as in the newly developing ones "the institutionalization of values leads inevitably to physical pollution, social polarization, and psychological impotence: three dimensions in a process of global degradation and modernized misery."

Universal schooling as Illich sees

We are in the beginning stages of a sweeping redefinition of the purposes and functions of education in our society.

it, and most particularly compulsory schooling, far from equalizing opportunity, monopolizes access to it and further deprives the poor. The school's traditional processes of promotion, classification, and certification, he argues, divide individuals into classes and subject nations to an international caste system. Illich sees no hope in efforts to improve existing schools since he believes increased expenditures on formal education only increase its destructiveness.

The cure, as Illich sees it? First we must recognize that not only education but society must be deschooled. Second, the school's monopoly of teaching must be disestablished. (The first article in Illich's new Bill of Rights would be an analogue of the First Amendment: "The state shall make no law with respect to the establishment of education.") Third, we must create new educational systems free of any obligation to learn but providing access for all to "learning webs" designed to facilitate inquiry, expression, association, and skill development.

There would be four of these webs or networks of resources:

1. Reference services to educational objects in order to facilitate access to things used for formal learning, such as libraries, museums, laboratories, airports, factories, farms.

2. Skill exchanges through which persons possessing skills may be put in touch with others who want to learn those skills.

3. Peer matching—a communication network to enable persons to describe learning activities they want to pursue and to locate partners similarly interested.

4. Reference services to educators-at-large—a network to provide access to professional educators with the competence to create and operate exchanges, to offer individual guidance in the use of the networks, and to act as first-among-equals for persons undertaking "difficult intellectual exploratory journeys."

Whether Illich's proposals would actually remedy the ills he deplores, whether they would enlarge possibilities for human fulfillment, is extremely unlikely. The abolition of schools, far from solving the problems of poverty, would widen the gulf between the advantaged and the disadvantaged.

It would be patently absurd to contend that compulsory schooling and universal education pose no problems. But to ignore the humane social purposes for which the public school system was created would be as irresponsible as to deny the benefits that the system, despite all its weaknesses, has brought to millions of people. When Horace Mann described education as "the great Equalizer of the conditions of men—the balance wheel of the social machinery," he forecast what the public schools have in fact become for the vast majority of the American population.

The advocates of deschooling want no balance wheels. They oppose all institutional intervention in education except such assistance as the individual wants and can seek out on his own initiative. In their romantic enthusiasm, the deschoolers fail to consider a well-documented truth of social and political history. No society can provide opportunity for personal fulfillment on a universal scale except through institutions explicitly designed for that purpose.

Like so many proposals calling for the end of inclusive institutions, deschooling would be elitist in its effect. If the world were populated by human beings totally unselfish in respect to their goals and in their aspirations for children, if the available resources for learning and teaching were sufficient to meet all demands, and if the distribution of these resources corresponded exactly to the pattern of demand for them, unrestricted freedom of access would assure equality of opportunity. But in the only world in which Illich's "learning webs" can be created, their existence would by no means assure their actual availability on anything like an equal basis to all children.

From the outset, the child of knowledgeable and sophisticated parents would enjoy an enormous advantage. His family, not only able to understand the child's needs in the social context but capable of manipulating the system in his interest, would soon find the persons and agencies best adapted to cultivate his talents and to serve his aspirations. For the child whose parents had themselves been victimized by deprivation, the absence of institutional support would mean that the inequalities of earlier generations would be compounded and projected into the child's own life. In order to argue that learning opportunities would be improved if all institutional structure, protection, and assistance were removed, one must posit fundamental changes not only in society but in human nature.

While Illich's advocacy of the total abolition of schools is the most extreme, it is by no means the only proposal for sweeping alterations in the patterns and programs of educational institutions. (See, for

Although a few insist that formal education has become too dominant a feature of our culture, the common consensus and an impressive body of well-informed opinion assert the need for strong schools and universal access to them.

example, the proposals of his colleague, Everett Reimer, in *School Is Dead: Alternatives in Education*). Paul Goodman, in *The New Reformation,* finds that "the present extended tutelage is against nature and arrests growth," and argues that formal schooling should be drastically cut back. For children between six and 11, he favors a system of small schools (two to four rooms), but he would replace most high schools with other types of youth communities.

As the chief means of teaching and learning, Goodman would rely on incidental education gained through participation in ongoing social activities. If activities currently available failed to provide enough such situations for the education of young people, he would expect educators to make it their business to invent new activities to furnish the opportunities needed.

Goodman's indictment of schools is perceptive and often persuasive. The failure of many schools and teachers to reach large numbers of young people in any useful way is appallingly plain. It is equally clear that one reason for this failure is that much of the curriculum is irrelevant to students' experiences or to their purposes. When Goodman insists that there should be multiple paths for growing up, he is on sound ground, and while his imaginative educational alternatives can be criticized in some respects as utopian, they do take account of social and psychological realities far better than Ivan Illich's romanticism.

Goodman accepts, for example, the need to protect young children and to provide for them a "life-nourishing environment." (One cannot imagine that following Goodman's prescription a Harlem youngster would, as one fully "on the community" recently did, fall into drug addiction, become a heroin pusher, and be found in an abandoned house dead of an overdose at the age of 12.) One looks in vain among Illich's proposals for any responsible calculation of the risks entailed in leaving children to learn from their own experience with no regular institutional protection. Self-motivation is an essential element in learning, but one may question whether an eight-year-old's involvement in reading should be determined by his own evaluation of the cultural significance of print.

Most critics and reformers, however, want neither to abolish schools nor to remove large numbers of learners from them. What they want is better schools. They argue for more humane treatment of children and for curriculums that reflect the nature of children and of the world they inhabit. They advocate more effective control by parents and an end of bureaucracies that are benevolently benighted at best and dictatorially arrogant at worst. They insist upon teachers who are able to accept children where they find them, to help them widen their awareness, and to make the most of their capabilities and encounters.

The question that cannot be avoided is whether the changes that growing numbers of thoughtful people consider necessary are possible within the American system of public education. This query is more than one of operational detail, for it would be difficult to cite any proposition that is supported as widely or with as much conviction as is that of the relation between the common school and the fundamental principles of liberty, equality, and open opportunity. It would be unwise to minimize the crises our schools have faced—and in some cases caused—in recent years, but it would be no less foolish to concentrate so much attention upon these traumatic eruptions as to overlook the long-term development of education in this country and the depth of its roots in American society.

"No other people," Henry Steele Commager wrote in this journal 20 years ago, "ever demanded so much of education as have the American people. None other was served so well by its schools and educators."

Commager went on to point out the important tasks the American school has discharged. It has provided "an enlightened citizenry in order that self-government might work," created "unity out of diversity, nationalism out of particularism," and Americanized millions of immigrants. It was to our schools, Commager reminded us, that we assigned "the momentous responsibility of inspiring a people to pledge and hold allegiance to the principles of democracy, nationalism, Americanism, egalitarianism."

Although a few insist that formal education has become too dominant a feature of our culture, the common consensus and an impressive body of well-informed opinion assert the need for strong schools and universal access to them. Since George Washington, the leaders of the United States have affirmed the dependence of democracy on the enlightenment of the people. Lyndon Johnson put the relationship in quite inclusive terms. "One great truth" he had learned, he said in 1964, was "that the answer to all of our national problems, the an-

Many a school staff, forced by a disorderly demonstration to yield on some point of policy procedure, has come to realize that the change was indeed for the better and long overdue.

swer to all the problems of the world comes down, when you really analyze it, to one simple word—education."

Ten years earlier, the United States Supreme Court in its historic *Brown* decision called education "perhaps the most important function of state and local governments."

"It is required," the Court said, "in the performance of our public responsibilities . . . it is the foundation of good citizenship . . . a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

The Court, it is to be remembered, was dealing here specifically with public schools. In contrast to these assertions of confidence in the schools and dependence upon them, there stands a formidable body of comment on the schools' failure to perform the tasks laid upon them. This criticism began to take form shortly after World War II. In 1949, Bernard Iddings Bell published his *Crisis in Education*, soon to be followed by Mortimer Smith's *And Madly Teach*. In 1953 came Albert Lynd's *Quackery in the Public Schools* and Arthur Bestor's *Educational Wastelands*.

This postwar criticism centered largely on what was regarded as the debilitating consequences of progressive education and opposed the growing influence of professional educators and colleges of education. The authors, expressing views shared by a substantial number of citizens, urged greater attention to the academic disciplines, more rigorous standards, and heavier emphasis in teacher education upon subject matter, with less attention to professional courses.

Our national embarrassment when the Russians orbited their first Sputnik ahead of our satellite provided another opportunity to fault the schools, which was readily seized by Admiral Hyman Rickover, among others. Few bothered to note that the pace of the American space program was not determined by the schools but by high-level governmental decisions with regard to allocation of money and manpower.

By the late fifties, the schools were under pressure to produce what was being called with steady insistence but little clarity "quality education."

Defining in particular the qualities of a curriculum that will produce quality education in general calls for much more than rousing clichés, but at first the task seemed easy. Still smarting from the irritation of Sputnik, Americans, or many of them at least, appeared to agree on what they wanted when they demanded "quality education." They wanted more math, more science (especially physics), more foreign languages, and a guidance program which guaranteed that square pegs got into square holes.

During that period, school people were asked such questions as "Whatever happened to trigonometry?" "What are you doing about physics in the fourth grade?" "When do you begin French?" Rarely were the questions, to say nothing of the issues, put in terms of children's development, the significance of their cultural backgrounds, or the part parents should play in the educational process—beyond making sure that homework was faithfully done.

With the emergence of the civil rights movement in the early sixties, the spotlight of educational concern began to focus again on people. In the South, efforts centered upon desegregation, at first with less success in schools than on buses, in terminals, and at lunch counters. As successive suits worked their slow way through the courts, dual school systems began to yield, reluctantly and grudgingly in the beginning but with inescapable and growing momentum. If the pace of change was more often deliberate than speedy, it became plainer every year that the force of law was finally to prove irresistible despite the massiveness of the early resistance.

In the North, where school segregation lacked legal sanction, it nevertheless persisted as a result of residential patterns. While Northern de facto segregation was due in part to the inability of Negroes to afford the cost of homes in white neighborhoods, the separation of races, if not required, was often encouraged by the design of school attendance areas, the classification of pupils, and the choice of housing sites by private and public agencies.

On educational and social grounds, de facto segregation is no more defensible than de jure discrimination. However, the existence of de facto segregation, especially in the large cities, has focused attention on the conditions minority children face. With black, Puerto Rican, and Chicano children concentrated in particular schools, the extent of their educational deprivation is undeniable. And with that revelation, the obligation of corrective action has become as in-

Only at our peril and that of our posterity can we ignore the essential if difficult task of conserving our laboriously accumulated cultural heritage and the instruments for transmitting it.

escapable as it is visible.

While much of the action to promote justice for Negroes was centered in the South, parallel movements developed in other parts of the country, especially in the larger cities. Increasing concentrations of black and Puerto Rican children in the central cities accentuated what the Educational Policies Commission called in one of its reports the problem of "cultural incompatibility." Conditions in slum schools became a matter of growing concern to the residents of those neighborhoods themselves and to others troubled by the deterioration of the core cities.

Out of this complex of old trouble and new awareness came another flood of school criticism with a very different orientation. The earlier criticism had reflected the conservatives' view of the consequences of progressive education and dealt mainly with the alleged failure of the schools to stress fundamental skills and the traditional academic disciplines. The new attacks charged the schools with prejudiced and inhumane treatment of poor and minority children, disrespect for the culture of these children, and systematic rejection of their special needs.

Despite the efforts of writers and activists, the sixties saw little basic change in most schools. The atmosphere surrounding the schools and sometimes the tone within them changed, however. Thanks to the ubiquitous influence of television and the frequent presence of cameras on university campuses, collegiate fashions in hairstyles, clothing, and language were effectively communicated to the high schools. Teachers, tired of being taken for granted, organized themselves more strongly; spoke out more freely; and, in general, together with the students, made life less agreeable for administrators and board members. Nevertheless, at the beginning of the 1970's, the essential character of most schools —in purpose, in form, and in function—appeared to be very much as it had been in the early sixties.

Behind an apparently unchanged facade, however, forces that had been set in motion during the 1960's were beginning to produce significant changes (in some cases, profound and sweeping reforms) in the American school system. Not least among the new influences were the pressures from the poor and the minorities, who in the past had been almost totally powerless in school policy. The principal thrust of these new pressure groups has been to broaden and deepen the concept of universality in American education and to require quite different approaches to the equalization of opportunity.

The visibility of the injustice, insensitivity, and failure in numerous schools has not, however, been enough to bring about reforms on the scale necessary to bridge the gulf between the traditional promise of the American system and its present performance. Reasons given are manifold, but in too many cases, neither critics nor defenders of the school establishment distinguish as clearly as they should between feeble excuses and valid reasons for failure. The result is that both groups multiply misunderstanding and diminish the chances for constructive change.

The indiscriminate indictment of all inner-city schools as monolithic citadels of reaction controlled by bureaucratic monsters is so patently exaggerated as to approach the absurd. But while such overstated criticism arouses predictable defensiveness among school people, it also often produces acknowledgment of shortcomings that can be neither concealed nor explained. Frequently, these are due to conditions that teachers and administrators have themselves tolerated out of a mistaken sense of public relations or misguided institutional loyalty. Many a school staff, forced by a disorderly demonstration to yield on some point of policy or procedure, has come later to realize that the change was indeed for the better and long overdue. Not infrequently, the consequence is increased awareness among the staff of other needs for a change and a keener sensitivity to the perceptions, feelings, and rights of pupils and parents. But while partisan and hostile criticism can serve as a sharp stimulus, durable improvement in institutions becomes possible only with a rational understanding of problems, objective analysis of relevant facts, and the identification and marshaling of the resources required for a constructive response.

It would be an error to equate the whole of education with schooling or to treat the problems of schooling as though all were soluble through the public system. It would be no less mistaken, however, to ignore the imperative requirements for systematic learning imposed by the culture, the society, and the economy.

The utopian visions of the romantic radicals are alluring, but they offer no escape from certain stubborn truths. Unless we choose to do away with most of present civilization, there will be no escaping the requirement for large numbers

Vigorous efforts by church authorities and political leaders in a number of states to use public funds for parochial schools have met with some success in the legislative halls but little support in the courts.

of people to learn a great many things, only some of which "come naturally." To be sure, a good deal of the knowledge and skill children need will be acquired where it always has been—in the family, in the community, in peer groups, and in a wide variety of other informal relationships, some voluntary and some mandatory. But much that human beings must know to survive as persons or to maintain a workable social order is too important for random encounters or accidental rediscovery.

Only at our peril and that of our posterity can we ignore the essential if difficult task of conserving our laboriously accumulated cultural heritage and the instruments for transmitting it. The danger is not so much that we shall toss out the baby with the bathwater; babies have ways of announcing where they are. The more apt caution is that in disposing of handiwork we judge too imperfect to keep, we not throw away with it the only tools we have for building something better. Not even the most primitive society has any hope of continuing unless it can systematize the transmission of its culture to successive generations. As cultures grow in content and complexity, so, too, must the institutions that serve them.

Except among a miniscule group of radical reformers, there is now little actual support for the abolition of schools. The vehemence of advocates notwithstanding, deschooling offers little promise of becoming the wave of the future. The focus of current controversy is not on that issue at all but on how to design educational programs to be responsive to people's needs and on how to make such education available equally to all.

To attain these ends, efforts are going forward along three fairly well-defined lines. One group of enterprises is directed toward making the educational system more responsive and more accountable. The second, now moving with increasing momentum through the courts, is to equalize educational opportunity by ending the discriminatory variations that are caused by differences in the wealth of school districts. The third is directed toward creating "free schools" intended either to replace public institutions or to induce change in them.

The so-called "free schools" gain special significance because of their new approaches to curriculum and teaching procedures and because they enroll larger proportions of minority students than do typical private schools.

Their curriculums frequently differ radically from customary patterns; their staffs, typically augmented by volunteers, seldom conform to the professional criteria for selecting or certificating teachers; their physical settings are often makeshift and their financial support uncertain. Yet because of the sensitivity, enthusiasm, dedication, and hard work of their sponsors and staffs, many of these schools show promise, and some have attained remarkable results.

They should be welcomed by the broader educational community both for the benefits they bring to the children and families they serve and for what they can teach other schools about the possibilities of new approaches.

Unfortunately, their principal advantages (flexibility, originality, and freedom) are all but inseparable from their chief difficulties (instability, high staff turnover, and financial uncertainty). Characteristically, free schools are the lengthened shadows of the individuals or groups who initiate them, and few have been able to attract sustained financial support. Public funds are seldom available to them, and their pupils' parents often are unable to afford tuition fees. While a few have been able to cultivate loyal groups of donors, the heavy dependence of most on unpredictable contributions means a precarious, hand-to-mouth existence. By choice, almost by definition, they avoid connections with any sort of establishment, but they are discovering that sustained fiscal support, whether in the form of public money or private gifts, requires durable relationships.

The free schools are a valuable addition to the pluralism of American education, but their leaders will probably find that complete freedom is hard to reconcile with solvency. The price of maintenance will almost surely turn out to be some form of institutionalization involving at least minimal accommodation to a constituency that can supply money. It would be a serious loss, however, if survival were to require the sacrifice of their most distinctive qualities. Since the chief asset of the free schools is their founders' courage to break with customary procedures, their experiments and experience should prove of great interest and value.

The most widely available long-standing alternative to American public education has been, of course, the system of Roman Catholic parochial schools. That system expanded in all parts of the country but its greatest growth oc-

The possibility that vouchers might destroy the public school and end a major unifying influence in a society already plagued by divisive forces worries a number of thoughtful observers.

curred where Catholic immigrant families settled in the largest numbers, mainly the Eastern and North-Central industrial centers.

As parochial schools grew in size and their constituencies grew in political influence, it was predictable that claims would be advanced for public funds to support them. The parochial schools now educate at private expense about 8 percent of the total school population of the United States, and a majority of the school population in some communities. All of these children are legally entitled to public education and, except for the voluntary action of their parents, they would be enrolled in public schools.

Although the courts have repeatedly affirmed the right of parents to choose nonpublic education, the same courts have ruled with equal consistency that the First Amendment prohibits the use of public funds for religious purposes.

A number of states do supply tax money for transportation, health services, books, and other auxiliary services to parochial pupils, and federal funds are made available through programs for disadvantaged children and for school lunches. But public funds are not available to meet the principal instructional costs of church schools. In the most recent decisions on direct state financial support in Pennsylvania and Connecticut, the U.S. Supreme Court has held that appropriations for teachers' salaries and other general expenses require "excessive entanglement" of government in church affairs and are therefore unconstitutional.

While the controversy over public aid to church schools has proceeded, these schools have been encountering several problems, such as the need to employ increasing numbers of lay teachers because of the decrease in the number of young people entering religious teaching orders. These teachers expect salaries comparable to those paid in public schools and organize unions to obtain them. The consequent increases in tuition fees have been a factor causing Catholic parents to reconsider the tradition of church-school attendance. Among other factors are the exodus of Catholic families from city parishes and the fact that second- and third-generation Irish, Italian, Polish, and other groups are being assimilated into an increasingly homogenized suburban middle class.

Vigorous efforts by church authorities and political leaders in a number of states to use public funds for parochial schools have met with some success in the legislative halls but little support in the courts. When President Nixon appointed his Commission on School Finance in 1970, he specifically directed it to study the financial difficulties of the nonpublic schools. Of the 18 specifications in the Commission's charge, no less than six dealt with that problem.

After two years of research and deliberation, the Commission was able to produce little more than a hortatory recommendation that "governmental agencies promptly and seriously consider additional and more substantive forms of assistance" to such schools. The First Amendment remains a formidable obstacle to any form of federal aid to schools whose essential purpose is to promote a religious doctrine.

Two facts are now quite clear: One is that a decline in the availability or viability of parochial schools will diminish the pluralistic character of American education; the other is that the fewer pupils these schools serve, the greater will be the enrollment and financial pressure upon public schools. At the same time, however, it is to be noted that as these changes occur—and it is plain that they are occurring—a significant group of parents who heretofore have had little personal stake in the public schools will have strong reasons for interesting themselves in the problems of the public sector.

The so-called voucher plan is one proposal that might unite supporters of free schools, church schools, and independent schools and the many who continue to favor public education but are unhappy with its present performance. As proposed for experiment by the Office of Economic Opportunity, it is a device to distribute public funds in the form of vouchers to parents who would then be free to enroll their children in any school approved by the community. When a child is enrolled, the voucher would be used to meet all of the school's tuition charges. The value of the voucher would equal the amount per pupil appropriated to support the local public school system, except that its value would be supplemented with federal funds for children from poor families. It would be cashable by the school receiving it.

The voucher plan is the most obvious and direct answer to the plight of the free schools, but the OEO proposal would not help relieve parents of children in independent schools of high tuition charges, since the voucher cannot be used to pay for only part of a tuition charge. Subject to the outcome of inevitable court tests, it might, however, solve the financial problem of church schools.

Man's disposition to use his mind is well ingrained and is likely to persist.

A fear that troubles some of its advocates and many of its critics is that it might be equally useful to the white segregated private schools of the South. The possibility that vouchers might destroy the public school and end a major unifying influence in a society already plagued by divisive forces worries a number of thoughtful observers [including members of the NEA Representative Assembly who passed Resolution 71-13, calling for legislation to prohibit establishment of voucher plans].

The voucher plan would undoubtedly increase options for some parents and their children. The contest for pupils and their voucher dollars might also increase beneficial competition among existing schools and stimulate the founding of new ones. But, the skeptics point out, it might also generate practices as questionable as those the consumer-protection movement opposes in competitive corporations.

By expanding possibilities for innovation, the plan would create rich new opportunities for children. It would enlarge freedom of choice for pupils, parents, and schools. But the result of voluntary selection by both sides could leave a residue of pupils whom no school would welcome. In most communities, it seems reasonable to predict, there would be parents so lacking in initiative or sophistication as to be unable to find the school most likely to serve their children's needs.

The proponents of the voucher plan recognize these dangers and propose protective devices in the form of quota requirements, prohibitions against racial discrimination, and similar safeguards. But despite these assurances, no state legislature has yet passed the enabling legislation necessary for getting local experiments under way.

Possibly the most promising of all the new trends is the growing interest in the concept of accountability in education and the search for ways to translate an unexceptionable principle into acceptable procedures. It is inconceivable that anyone would suggest, much less argue, that teachers, administrators, or school boards should not be accountable for their performance as professionals or public officials. The disagreements begin only when practical questions are raised. Who should be accountable to whom? For what? In what terms? Who shall audit the accounts, according to what legal standards, and with what sort of expertise?

The wholly admirable concept of accountability has unfortunately begun to suffer the fate that befalls so many admirable ideas, especially in education. It is being reduced to a cliché—undefined, sloganized, and hucksterized. And, in my opinion, the blame rests in large part upon the shoulders of professional educators in schools, universities, and professional organizations who have been reluctant to come to grips with the difficulty of defining the task and accepting the responsibility it implies.

The heart of the accountability problem is to find the means of determining what difference a school or a teacher makes in the learning and development of a child, distinguishing the effects that are fairly attributable to the school from those produced by the other influences in the child's life.

Obviously, this is no easy undertaking, but there is no reason to assume it is impossible and certainly no excuse for an unwillingness to attempt it. Admittedly, there are complications. Schools dealing with different types of learning problems should not be expected to produce identical or perhaps even directly comparable results. Faculties teaching advantaged students should not be evaluated by the same criteria as those whose pupils are educationally handicapped. The situations of poverty-stricken schools must be differentiated properly from those of affluent institutions.

But these questions are hardly beyond the mind of man or the competence of social and psychological science. They call for specification of purpose, clear definition, fair distinction, and objective rationality. They also call for sensible collaboration by all who are concerned with the problem and able to contribute experience, insight, and skill to its solution.

As my colleague, Frank Jennings, puts it, "Accountability, whatever meaning we infuse it with, refers essentially to moral behavior. . . . To be accountable is to use and to tolerate certain uniform or regular accounting procedures and to accept stoically the tyranny of the bottom line."

It is, he suggests, the cost of living, "the examined life." When all of us in education are willing to examine what we do as impartially as we can and to invite similar examination by other honest people, we shall be on the way to a far better system of education than we have ever known.

As American public schools move through this new period of reconsideration, the reappraisal of their

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purposes and their performance may well prove painful for many involved in the process. The chief hazard is not that society is about to be deschooled. Short of nuclear catastrophe, the probability seems fairly remote that the cultures we have been building for 10 millenia will be abandoned. Man's disposition to use his mind is well ingrained and is likely to persist. While it does, the chances are good that parents will want their children to learn and to be inducted systematically into the culture of their forebears.

Given the character of modern civilization, which for all its frustrating weaknesses also possesses a stubborn durability, the need for the acquisition of certain kinds of knowledge—and the teaching to promote that acquisition—is clear. But what is equally evident is the inadequacy of our present institutions to further individual development and to promote the general welfare in ways sufficiently responsive to the conditions of modern life.

American schools have never lacked for critics, but the criticism has reflected special concerns more often than widespread popular dissatisfaction. For most of their history, the schools, particularly the public schools, have enjoyed not only strong but remarkably stable public support. To question their value has seemed to many tantamount to challenging the rightness of religion. The behavior of large segments of the public toward these schools has been analogous to the acceptance in some societies of officially established religious institutions. Indeed, D. W. Brogan, the British historian, once called American public schools our "formally established national church."

What now troubles the schools and a substantial fraction of their once unquestioning adherents is something closely akin to a crisis of faith. At the root of this condition lies a growing awareness that for large numbers of young people the public school system has provided neither the opportunity for personal fulfillment nor the foundation for productive participation in an open society that we have long regarded as its promise and commitment.

The failure has been in part a failure of pedagogy. The teachers and managers of schools have not yet learned how to make enough schools both soundly educational and broadly universal. Centuries of experience have prepared the teaching profession to teach tolerably well the young who come to them already oriented toward formal learning and conscious of its place in lives like theirs. But for those whose families have been deprived not only of education but of any acknowledged claim to its benefits, the schools, in general, have been unprepared. For pupils whose backgrounds differ from the dominant culture, the curriculum is too often without meaning and the teaching procedures without stimulus.

Part of the task now facing the schools and bearing directly upon the teaching profession is to devise new approaches to make the schools genuinely and fully inclusive. No longer may schools assume that their function is to identify those most apt to learn under the schools' familiar practices and to screen out and reject the remainder.

The pyramidal model of an educational system in which the total population is admissible at the base but only the ablest survivors are permitted to reach the apex has ceased to correspond to the conditions of our society. Equality of educational opportunity can no longer be defined as merely an open chance to enter a uniform system which provides a convenient exit for those who fail. While differences in special talent and general ability must be recognized and the requirements for specified levels of competence must be regarded realistically, we can no longer discard those who fall outside traditional academic stereotypes.

Now we must guarantee every individual a setting designed to respect his potentialities and the assistance needed to make the most of them. In addition, we must provide such supplementary help as each individual requires to compensate for those conditions beyond personal control that prevent the full use of the individual's opportunities.

The generous publicity regularly given conflict and crisis in the public schools has often obscured significant improvements that have gone forward in those schools throughout the country. The changes range from a steady expansion of preschool education to new high school programs like Philadelphia's Parkway School or Cleveland's Vocational Education Centers. The new enterprises combine imaginative use of community resources with sensitive respect for young people's concerns.

Not least among the recent gains has been the sound and therefore quiet progress in genuine racial and cultural integration in public schools. Despite formidable economic, political, and social difficulties, thousands of these schools are

demonstrating the capacity not only to meet change responsively but, in many instances, to lead it constructively.

A new sequence of decisions now accumulating in the state and federal courts appears likely to produce changes in the American public school system more sweeping and more consequential than any comparable course of events in the past if they are upheld by the U.S. Supreme Court. The decisions that began with the *Serrano* case in California and have since been reinforced by other cases in Minnesota, Texas, and New Jersey seem destined to affect the structure of American education even more than the decisions that forbade racial segregation.

The thrust of these new cases is to assert that education, like the right to vote, is a "fundamental interest" and accordingly a right that, in the language of the earlier *Brown* decision, "must be made available to all on equal terms."

With the exception of a decision in New York, the courts have consistently held in these cases that the quality of a child's educational opportunity may not be inferior to that of others in the state because of the relative poverty of the district in which he happens to attend school. The positive result is that the state, which holds constitutional authority in education and, with it, the residual responsibility for assuring equal treatment, is required to provide equality of opportunity to every child.

The direct projection of this principle would imply the collection of all school tax funds at the state level and their distribution throughout the state on an equal per capita basis. Even the most superficial examination, however, soon reveals that so simplistic a solution will not equalize educational opportunities.

We have already recognized, in countless ways, that "the equal treatment of unequals produces neither equality nor justice." In virtually every state, special allocations of funds are made for the education of physically or mentally handicapped pupils. Increasingly in recent years the same kind of attention has been paid to the educational needs of children who are handicapped by social and economic conditions. Now adjustments will undoubtedly have to be devised to meet differential cost levels in regions within states and to deal with the unusual and costly problems of inner-city schools.

We shall probably discover, however, that devising fair statewide taxing programs and equitable distribution formulas are the least of the problems flowing from state-level funding of education. As the responsibility for financing schools is transferred from the local district to the state, questions will inevitably arise regarding the degree to which the control of schools should also be transferred to the state level.

Although the American tradition of locally controlled schools has led to indefensible differences in the quality of education, it has also created thousands of relatively independent centers of initiative and has protected their freedom to meet varied local needs. For at least the next decade, a major task of policy makers and practitioners in American education will be to find workable ways to eliminate inequality without imposing uniformity and without destroying opportunity for local initiative.

This is one reason that the aggressive movements in support of community control in large cities should be welcomed and nurtured. Those movements are a necessary counterforce to the equally necessary trends toward metropolitan regionalism, statewide funding, and national programs. Our main hope for a school system that will be strong, equitable, and responsive lies in the creative and balanced interrelationship of all of these developments.

For all our disillusionment with schools as they are, despite our disappointment at the persistent gulf between promise and performance, and notwithstanding the shocking evidence of the neglect of our schools and the neglect in them, we still know how great a force for good schools can be. The role schools have played in building the better qualities of our society is undeniable. The more admirable aspects of American life that are directly traceable to the influence of educational institutions are visible all about us. But we have allowed the urgency of our shortcomings to divert attention from the importance of our achievements and the promise of possibilities still unrealized.

The only reasonable assumption for policy makers and practitioners in American education to act upon is that the public schools are here to stay. If that is true—and it is as close an estimate of truth as we require—we should get on with the work before us.

Whether our national purpose is described as pulling the country together, getting it moving again, or mounting the new American revolution, we shall find the need for education close to the heart of any sound effort. Whatever other means of education our ingenuity may devise, we can predict with some confidence that the need for a system of schools free, open, and hospitable to all will still be with us. □

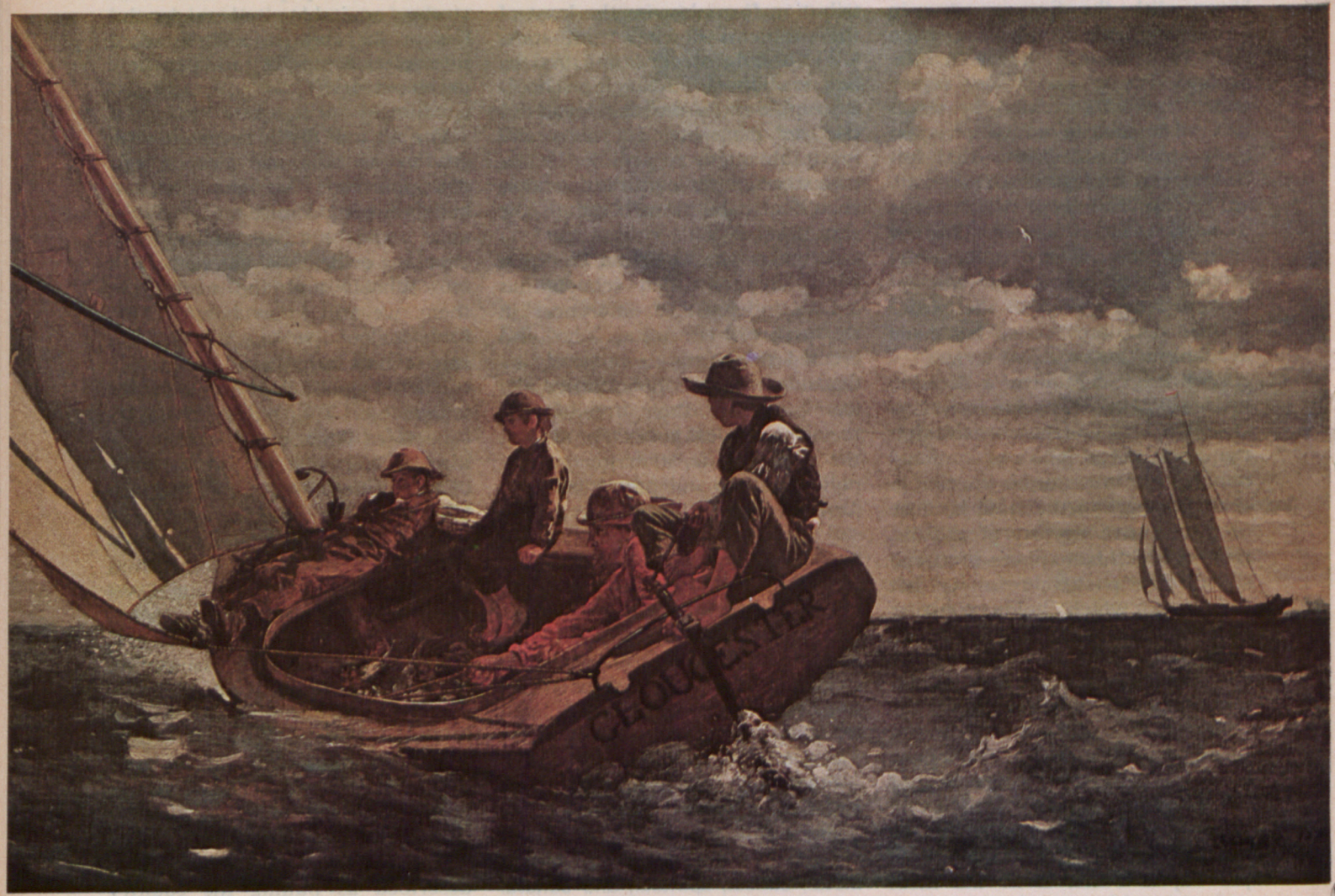
The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association.

—Continuing Resolution C-2 of the NEA Representative Assembly.

CHINESE AND AMERICAN PAINTING



"Breezing Up" by Winslow Homer. National Gallery of Art, Washington, D.C. Gift of the W. L. and May T. Mellon Foundation.

FRANCIS L. K. HSU, *professor of anthropology, Northwestern University, Evanston, Illinois. This article is discussed in more detail in a chapter of Dr. Hsu's book,* Americans and Chinese: Reflections on Two Cultures and Their People. *Copyright © 1953, 1970 by Francis L. K. Hsu. Published by Doubleday & Company, Inc.*

"Mountain Landscape: a Scholar's Abode" by Wang Shih-Ch'ang. Smithsonian Institution. Freer Gallery of Art, Washington, D.C.

□ **If we may hypothesize that the Chinese have a** situation-centered way of life while that of Westerners in general and Americans in particular is individual-centered, we can test this hypothesis in a common-sensible way—by examining the specific realities of life with which we are familiar. For this purpose we shall examine Chinese and American (or Western) painting.

There is a popular misconception that creative efforts of the individual may transcend time and place. No anthropologist will agree with this. Indeed, anthropologists have found that among any given people both the form and the content of their art and literature show a high degree of consistency both historically and with reference to the total cultural context. Chinese and Americans are no exception.

Seen in this light, art and literature are much more than the cerebral-emotional products of creative individuals. They are fundamentally what may be described as mirrors of the society to which the creative individual belongs. These mirrors register not only the surface concerns of the people in question, but also their deeper yearnings, which often are not consciously recognized.

There are many technical differences between Chinese and Western painting. Western artists use a wider variety of media, such as oil, crayon, watercolor, pastel, charcoal, casein, and etching. Chinese artists have traditionally limited themselves more to watercolors or brush and ink.

Western artists paint upon a variety of materials —canvas, cardboard, glossy papers, wood surfaces, walls, metal, and glass. The Chinese have resorted more exclusively to paper and silk. Perspective in Western painting is achieved by shading and by contrast; in Chinese painting, like that of the ancient Greeks, this is done by superimposing one subject on another.

However, there is a far more basic difference that sets them apart from each other: Human subjects are as conspicuous on Western canvases as they are relatively scarce on Chinese papers. Moreover, the conventional paintings that circulate widely in the West and in America seem to deal more with females than males, and they reveal, more than anything else, the mental state of the subject.

Some, like the paintings of Da Vinci and Van Dyck, often express a happy emotion. Others, like those of Van Gogh and Munch, tend to portray a bleaker side of life. In the majority of these paintings, the background is important only insofar as it adds color to the human beings portrayed. This pattern is so strong

that even when a still life or a landscape is the subject, such as in Winslow Homer's and Andrew Wyeth's works, the painting—be it landscape or seascape, grapes or bananas—contains an emotional quality that the artist instills in inanimate entities.

Even when Chinese artists do portray the human form, they either treat it as a minute dot in a vast landscape or so heavily clothe it that the body is hidden. The facial expression of such figures is nonexistent.

Furthermore, Chinese painters throughout the last two millennia have excelled in depicting tigers, horses, flowers, landscapes, birds, fish, and even insects. But there are few indeed among the Chinese artistic greats who have focused their attention upon human subjects. The drama, the emotional vehemence, and the conflicts of the human heart, which are normal in paintings considered great in the West, are uncommon in Chinese art.

In fact, when we do see human faces in Chinese paintings, their blankness bears a remarkable resemblance to the expressionless figures portrayed in Grant Wood's "Daughters of the American Revolution." However, the absence of expression in the Chinese faces results because the Chinese artist is not concerned with personality, whereas the very blankness of the features in Wood's work is intended by the artist as a satire against the repression of the individuals' desires.

Two disparate life-styles are thus reflected clearly in American and Chinese paintings. In Western art, the focus is on man or woman as an individual. In Chinese art, the important thing is the individual's place in the external scheme of things. In addition, American art often reflects the inner tension of the individual; this concern is practically absent from Chinese art.

Those who are familiar with American developments may insist that the central characteristic of American art is its variety. Superficially, this seems to be true. Even a brief look will enable us to identify many American trends, most of which have their own well-known artists, such as the early portrait tradition (Gilbert Stuart, Thomas Sully, Samuel F. B. Morse, John Singleton Copley), the Hudson River School (Thomas Cole, John Kensett), the trompe l'oeil school of still-life painting (William Harnett), cubism (Stuart Davis, John Marin), expressionism (Marsden Hartley, Hans Hofmann, Willem de Kooning, Wassily Kandinksy), and reactions against emotionalism (pop art, op art, Mark Rothko, Marisol, Andy Warhol, and the like). Different students may classify the artists and their works differently (and agreement in a matter of this sort is difficult), but there is no doubt about the variety.

Another typically American development is the proliferation of new schools or trends, each of which seems to be a reaction to some more established school or trend: the realism of Grant Wood and Andrew Wyeth as reaction to expressionism; the pop and op art of Rothko and Marisol as reaction to emotionalism.

In fact, this tendency to proliferate is so great that charges of "That's not art" and extensive explanations of what makes this or that art are extremely common. In form and substance, Western art in general and American art in particular have undergone enormous changes through time. Between the works of Michelangelo and Jackson Pollock there does indeed seem to be no link.

However, if we examine the basic approach of Western artists, we shall find in it no fundamental change in spite of a common assertion that "modern art . . . differs radically from any art which has preceded it." The cubists, the expressionists, the dadaists, the pop and op artists concern themselves, as did their Western predecessors, with individual feelings. The difference between them and their predecessors is that, whereas the latter depicted the feelings of their individual subjects, they now tend to express the feelings of the artists themselves.

While human figures or landscapes by Western classicists or romanticists would have some relation to reality, this need not be so in the case of the contemporary artist. Since the modern artist seeks to express only his own feelings, objective arguments are irrelevant. There is no need to justify the validity of a square wheel (or a forest that looks like an empty tool shed). Jackson Pollock's works seem to represent the most extreme American trend of atomization, since they aspire to freedom from all external restraints. It is said that many of his paintings are 22 feet long only because that was the length of his studio wall.

A particular artist is merely expressing his own private feelings and imagery, which need not meet the requirements of objective agreement. The viewer will simply find his own meaning, very much as if he were reacting to an ink-blot test. The only difficulty is that much explanation is often necessary for many works of the newer Western art to be appreciated as art at all. American art, by its greater radiation of trends and "schools," has merely intensified the Western concern for and elaboration of one's individual feelings. Such an intensification and elaboration of the artist's own feelings will inevitably lead to vitality and inventiveness without depth.

Franz Schulze, an art critic, though noting correctly that vitality and inventiveness are "encouraged" in the American society while depth is "not so much discouraged as out of the question," interprets wrongly (it seems to me) why most Western moderns have proceeded onto their present path: "Perhaps because it is now so nearly impossible to find any steady, believable, profound, and clear-cut meaning in the contemporary world and hence impossible to interpret that world in depth, these artists seek to reproduce their only certain and reliable reaction to the world, which is that of undifferentiated sensation extracted from it. . . ."

Had Schulze examined the real lives of diverse peoples outside America and Europe, he might have

seen the error in his judgment. The truth is not that the contemporary world is so bereft of "steady, believable, profound, or clear-cut meaning," but that the intensification of each individual's feelings can only lead to his increasing isolation and lack of commitment to anything. Such individuals will inevitably find *their* world bereft of "steady, believable, profound, and clear-cut meaning."

Chinese art has undergone little change in historical times even after contact with the West, either in form and substance or in approach. Historically, the Northern School concentrated on exact details while the Southern School used broadly expressionistic brush strokes. There were, of course, individual masters who differed in some minor ways from the others, but there were no innovations by some artists which were repudiated by other artists (much less which met with a kind of furor even remotely resembling that reported in the West). The similarity between Chinese masterpieces of the ninth century and those of today is so evident that they present no problem of understanding—in sharp contrast to the development of Western art.

The Western method of painting came to China with the introduction of Western schools, noticeably as early as the turn of the present century. Those who paint with that method use cardboard, canvas, Western watercolors, crayons, and oils. But for those who paint in the Chinese style, the traditional media, such as Chinese ink, color, paper, shell, and woodcut, remain prominent.

A sort of marriage between the two art traditions was effected when a few Chinese-style painters introduced Western-style perspective and a greater degree of expressiveness than their predecessors. In the main, a majority of Chinese painters stuck to their tradition, and the much smaller group of Western-style painters were assiduous disciples, at a distance, of Western Classical and Romantic masters.

Since 1949, the political imprint has been heavy on artistic as well as other activities of mainland China. However, it is the *purpose* for which art is created that has changed, not its structure, content, or general approach. The traditional animals, flowers, and scenery are still common, but humans—mostly in nontraditional situations—now figure much more prominently than before.

We now see "Eighth Route Army Soldiers Being Welcomed by Civilians," "The Iron and Steel Plant at Paotow," "Sheep and Shepherd on the Slopes of the Ningsha Hui Autonomous Region," papercut figures of "Brother and Sister Planting Trees," as well as shell pictures of "Heavenly Angel Spreading Flowers" and a "Crane Standing Beside Pine Trees." (Both of the latter are traditional subjects.) Art is now used to propagandize for social and economic development under the guidance of an all-powerful state instead of being an object of mere enjoyment to the artist or consumer. □

The First Day of School

□ **The first day of school is a perennial challenge for** teachers—even experienced veterans. And that day will be here again in a few short months.

No matter how well-prepared you are or how much confidence you manage to exude, you probably still have a sense of uncertainty and an awareness that this is the beginning of a new and important adventure. In those first few hours, you and your students engage in a mutual appraisal session which helps set the stage for the dramas, encounters, joys, and sorrows which will be part of the year ahead.

Even though you convey a lot about yourself by your appearance, demeanor, and attitude, your students won't really know you. Similarly, even though the children convey a lot about themselves that first day, a great deal more remains to be discovered. Weeks of interacting and reacting—of learning to live together—will be needed before everyone is comfortable enough to settle down and be himself.

With all this in mind, I decided to start the first day of school in the fourth grade last year with a discussion of the various "me's" a person presents to a stranger. First, we talked about the obvious giveaways—appearance, clothing, and name tags. Then we discussed hidden qualities—"the things about me that you can't see," and "the things about me that I don't want you to see," and from one introspective little girl, "the things about me *I* don't want to see."

We talked about the value of knowing one's self—of being able to accept one's strengths and weaknesses. We also talked about self-concept—of being able to see one's self as others see us.

At this point, I introduced the first poetry lesson of the year with Robert Burns' poem containing the famous quote, "O wad some Power the giftie gie us/To see oursels as others see us!"

Then I gave the first creative writing assignment of the year: Write down some things about yourself which are easy for me to see, some things which I will see only after a time, and some things which I will never see unless you tell me.

I told the children they didn't have to put their names on their papers if they didn't want to do so. I agreed, however, to share with them a list of things about myself which they couldn't possibly know until we had been together longer.

The assignment was a huge success. We learned a lot about each other, and we got through those first awkward hours in a pleasant, productive way.

—**Eleanore Fisher,** *guidance counselor, Briarcliff Manor (New York) Middle School.*

"CLEAN CITY" WEEK

Callanan Junior High School's Environmental Teach-in

FRANCES E. HAWTHORNE, *graduate student, Teacher Corps program, Drake University, Des Moines, Iowa. Mrs. Hawthorne is an intern teacher at Callanan Junior High School, Des Moines.*

□ **In Des Moines, Iowa, last year, Callanan Junior** High School and the American Republic Insurance Company joined forces to plan and carry out a week-long "Clean City" project, during which the school would suspend regular classes and students would zero in on the city's environmental problems.

Once the project was approved, intensive team planning sessions began. Each team included two students, two parents, an American Republic employee, and a teacher. As the teams progressed, some teachers united, thus doubling or tripling the size of their planning committees and subsequent study teams.

These teams adhered rigidly to one stipulation: that all meetings be held after or before school. Teachers selected specific areas for team investigation, and the chairmen devised a master schedule and displayed it on a bulletin board in one of the teachers' lounges, which was designated a temporary headquarters.

Meanwhile, the airplane team, which wanted to center its ecological activities at the airport, contacted airport officials and the Air National Guard. The wildlife team set up schedules for field trips to city and state parks. Another team phoned nurseries for trees, shrubs, and markers. A business team designed an antismoking booth and painted a mural on a huge backdrop. Those interested in insect control selected and ordered materials. Others requisitioned film and flashbulbs. The art class held a contest for a litter bag design and an ecology week slogan. And the media team made the rounds of local newspapers and television, radio, and wire services.

Like the media team, several other supportive teams had to do their work in advance of the project week. Pupil placement compiled a list of agencies and businesses and then phoned or wrote letters asking them to place some 35 students on their staffs for a day or two. One team arranged for the loan of ecology films from firms and universities. The transportation team accomplished the monumental tasks of contacting every known source in the community for vehicles and drivers, assigning groups to them, and devising a master schedule for departures and arrivals.

Long before "Clean City" week, an NEA official arrived for a day-long conference with the project's committees and key study teams. He commended work completed or projected and offered suggestions, including preparation of a newsletter to parents.

Later at an all-school assembly, the principal and project chairmen explained environmental teach-in plans and distributed master sheets detailing study team activities, teacher names, and room assignments. Students signed up, indicated three choices in order of preference, and then took a consent slip and the master schedule home to parents.

The big week began with a predicted, but organized, frenzy. In the front lobby, a long banner heralded the slogan, "This Earth Could Self-Destruct." Students jammed the auditorium for an all-school opening day assembly headlined by several educators. Outside, buses, cars, and vans waited bumper to bumper for their eager passengers and orders of destination.

A land-use team headed for the downtown freeway exits to count incoming one-passenger cars. Another polled residents on their opinion of the need for a north-south freeway. Two groups combined to seek out the city's 12 worst pollution offenders, with part of the group sketching and the remainder describing the sites in verse or prose for an ecology calendar. The magazine team set out to conduct tape-recorded interviews.

When work lagged for students in the antismoking booth, they collected trash from the gutters of downtown streets. People stared. Someone finally asked, "What are you doing?"

They replied, "We are fighting pollution."

When a man saw students taking pictures of garbage in a driveway, he asked, "Why are you girls taking pictures of my garbage?"

When told they were Callanan students working on a clean city project, he asked, "Is the idea to show people how dirty we are?" This prompted a student writer to ask, "Could it be that people care more about their reputations than pollution?"

Meanwhile, several groups traveled to factories to investigate noise, working conditions, and safety. Still another took boat rides down two rivers, observing wildlife, debris along the banks and on the shallow river beds, and collecting water samples to be tested in the science labs back at school.

In threes and fours, the legislation team daily interviewed city and state officials on existing laws and on need for additional legislation. Thirty-five students were assigned to spend several days at 20 businesses, industries, and agencies to observe antipollution and environmental activities or research.

The photograph team toured the city taking pictures for their own ecological photo essays. This done, they returned to the school, where they developed, printed, and mounted the photographs and wrote captions.

Several teams that concentrated on conservation efforts planted some 2,000 trees, shrubs, and seedlings in state and city parks and for private citizens.

Some teams journeyed beyond the state borders. In midweek, the student council president and another ninth grader, accompanied by a parent, flew to Chicago for a briefing and an extensive tour of an environmental laboratory in nearby Argonne, Illinois. A chartered bus took two dozen others to Kansas City, Missouri, to tour detergent manufacturing plants and an environmental plant in Kansas, as well. Both trips were arranged by American Republic, which had put up $3,000 for the week's activities.

Enterprising teams capitalized on opportune moments in their ecological studies. To demonstrate how laziness contributes to pollution, one team constructed a huge poster on the lunchroom wall with the words "Do We Really Care?" made out of food scraps and debris gathered from the lunchroom floor.

Another team interrupted the terrific pounding of workers caulking school windows long enough to conduct an impromptu poll on noise pollution.

On the last day, the rain halted all final outdoor activities except tree planting. Everyone evaluated the venture on forms prepared by another NEA official, who also helped in compiling the final document—a 50-page report on the week's activities, plus an evaluation of findings and projected follow-up plans.

Most agreed the week's project had been a worthy one. What was best about the week? Students commented, "The freedom we had to . . . cope with our environmental problems. . . . Having everyone working at all times. . . . Cooperation of the students. . . ."

They also had some good suggestions for how the project might have been improved. One comment summed these up: ". . . a little more time in the mornings to get more organized, better cooperation of people in some areas. Otherwise it was a great week."

And no one argued with this. □

A New Angle on Job Placement for Student Teachers

□ **For several years, the Department of Elementary and** Secondary Education at New Mexico State University has videotaped student teachers in actual classroom situations. The tapes have been useful in helping students, the public school cooperating teacher, and the College of Education supervisor to assess a young person's performance. After viewing and studying a student teacher's performance on videotape, staff members offer suggestions for strengthening teaching skills.

So, what's new about that? Very little. But out of this videotaping and playback came the idea that the tapes would be helpful in placing graduates. The decision was made to initiate a program for bringing this about.

First, each student teacher is asked if he would like to have a three- to four-minute segment of his teaching tape sent to employing agencies. The student teacher is given the opportunity to select the segment of his tape; however, most students leave this decision to the technicians, both of whom have teaching degrees. Then technicians edit a segment of the student's tape and place it on a storage tape. (Segments for 8 to 10 students can be placed on a 30-minute reel of videotape.) Each segment is preceded by the student's name and his subject matter field (secondary) or grade level (elementary).

Meanwhile, the placement service at New Mexico State has notified school officials (who used to have to visit the campus in order to interview prospective teachers) of the innovation. If an official is interested in the new service, he simply forwards a blank tape to the University along with a description of the kind of teacher he needs—grade level, subject matter field, male or female, bilingual, member of minority group, etc.

Technicians then dub off selected segments from the catalogued tapes and return them to the employing agency. The only cost to the school official is the postal charge, which is minimal under library rates. (Generally, each segment remains on the storage tape until a student signs a contract or requests that his tape be erased.)

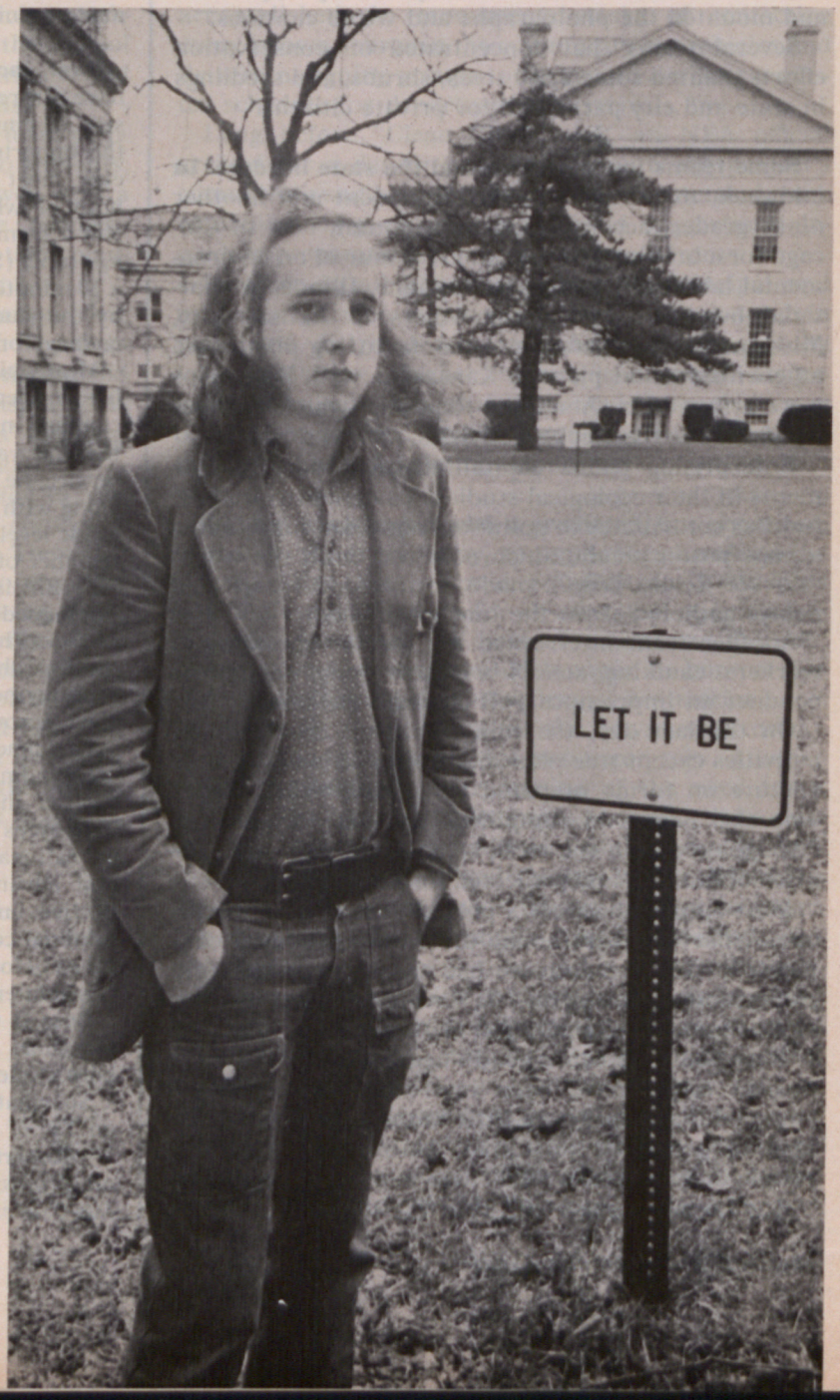
Personnel directors, superintendents, principals, or other administrators can now turn on a television monitor—as they relax in their offices—and watch possible employees demonstrate their teaching skills. In an age of educational accountability, this type of service offers several advantages. Employing agencies can observe prospective employees in actual classroom situations at a minimal cost. Also, at a time when jobs are not so plentiful as before, a student can demonstrate his skills to many possible employers without cost to him.

Does it work? The program has been in operation for too short a time to draw definite conclusions. However, both students and employing agencies are enthusiastic.

So, what's new in job placement? Why, student teachers on TV, of course!

—**Robert E. Wright,** *director of student teaching, associate professor of education, New Mexico State University, Las Cruces.*

QUIET ON THE CAMPUS?



ROBERT A. BLUME, *assistant professor of education, College of Education, University of Florida, Gainesville; immediate past president, University of Florida Chapter of National Society of Professors.*

□ **A casual look at the headlines in recent months** would seem to indicate a decline in student unrest on U.S. campuses. Compared to the three previous school years, which were often termed explosive, the 1971-72 school year was relatively quiet.

I believe there are several possible explanations for the decline in student protests. Before discussing these, however, let's take a brief look at the phenomenon of campus unrest.

The student revolt developed on the heels of the riots which ripped our cities in the late 1960's, and at times it threatened to become equally violent. Whereas urban turmoil focused on the twin problems of racism and poverty, campus uprisings centered around a variety of grievances—the Vietnam war, military research, ROTC, rules of conduct, racism, lack of student involvement in academic and institutional governance, curriculums, building-construction policies, and faculty firings.

Many reasons have been given for the phenomenon of student unrest. The list includes:

• *Smarter students.* Some observers believe the problem is in large measure the result of the fact that both parents and schools have done a good job in helping young people develop humane values. When students see a discrepancy between these values and the policies of universities and government (such as the expenditure of billions for a useless war while poor children are badly undernourished in America), they become enraged and lash out at those they feel are responsible.

• *Affluence.* Today's middle-class youth have grown up without the economic hardships their parents endured. They haven't had to worry about earning enough money to stay in school, and until recently they have not doubted that many jobs would be waiting for them. They have had the time and money to indulge in activism.

• *Political issues.* The Vietnam war, racism, poverty, FBI and military snooping into private lives, uneven justice, the destruction of the environment, irrelevant curriculums in universities, sex discrimination, and university involvement in weapons research have turned students against the establishment. They deplore credentialism, of which the university is a cornerstone. And, they are disenchanted with the conventional political processes for righting the wrongs in our society.

• *Permissiveness.* Some writers have charged that many parents have been too permissive with their children and that the (so-called) progressive schools of the 1950's and 1960's let children play instead of requiring solid academic achievement. Professors have encouraged radicalism on campuses, and timid college administrators have failed to clamp down on agitators. All of this has happened at a time when religion is on the decline and the family, especially the father's role, has been weakened.

• *Psychological reasons.* Mass living has made the young feel like faceless, nameless automatons in a huge, mechanistic system which defies understanding. Students feel powerless to change even the most glaring defects of this system.

According to some observers, many young people have unresolved Oedipus complexes; their activism is really an attempt to destroy their fathers.

The reader can take his choice among these reasons or think up new ones, but it seems likely that many of them play some part in the total picture. The problem at hand is to find out why the level of activism has decreased—if indeed it has.

If we define unrest in terms of disrupting demonstrations, we may be surprised to learn that 1970-71 saw almost as many severe protests as 1968-69. A study conducted by Alan E. Bayer and Alexander W. Astin of the American Council on Education shows that nearly 20 percent of U.S. campuses experienced at least one severe protest in 1970-71. In the conclusion of their report, they made this statement:

"It is undeniable that the 1970-71 academic year was calm compared to the preceding year [1969-70], which—what with Earth Day, the Vietnam moratoria, the Cambodia crisis, and the extreme incidents at Kent and Jackson States—was, from a newsman's point of view, outstanding. But compared with the 1968-1969 academic year, generally regarded as one in which campuses were in a state of extreme disruption, the 1970-71 academic year was only slightly more quiet."

Bayer and Astin explain that the situation in 1968-69 was exaggerated by the news media and various national figures. They say that in 1970-71, the extent of unrest was distorted in the opposite direction—perhaps because the media considered the subject stale. In addition, the decline in highly newsworthy racial issues on campus may also have contributed to the media's ignoring campus disorders. Also, because the larger and more prestigious campuses were relatively quiet, the situation seemed calm. But, actually, they conclude, there were many more protests at smaller and less selective institutions. One can speculate that the smaller ones have quieted down this year.

If it is true that in general the protests have declined, what does it mean? Was it just a bad dream? Have students matured or found other ways to express themselves? Again there are a number of theories from which the reader can take his pick.

The first theory is that the grievances students were rebelling against have been alleviated to some extent. Students are no longer powerless. Like other 18- to 20-year-olds, they can vote.

Draft calls have been reduced as fewer men are sent to Southeast Asia. The new draft system takes the insecurity and guesswork out of it for most male students. The war itself is less in the consciousness

of most people in the country.

Blacks are achieving some of their immediate goals on the campuses, such as black cultural centers; black studies courses; and more black professors, students, and administrators. Students are sitting on faculty committees now, and in at least one state, students sit on the various statewide higher education boards. Grievances have been recognized if not removed. Many universities have reassessed their policies on classified research and no longer accept it.

Long hair and eccentric clothes are generally acceptable now. The older generation is beginning to copy the younger in matters of taste and style.

A second theory states that students are weary of the battle. Young people lack the staying power to sustain a long, uphill battle, some observers say. Their vehemence comes in short spurts. It is difficult for anyone to remain outraged for a long period of time, and the peaks of unrest came at times when some dramatic event—the Cambodian invasion or the shootings at Kent State—angered young people. It may well be that protest must diminish as a result of its own energy-draining nature.

A third theory states that students are frightened of official retaliation, such as they saw at Kent State and Jackson State. There is no doubt that the events of 1970 were shocking and had a numbing effect on even the toughest of campus rebels.

A fourth theory—that students, like other people in society, are becoming more concerned with self than with issues—is difficult to test. There has been renewed interest in psychology, sensitivity, and religion recently. Some young people have become "Jesus Freaks" or have turned to eastern religions for answers to life's problems.

There may, however, be a deeper kind of introspection taking place today. Charles Reich, in *The Greening of America*, describes Consciousness III (today's students) as a group of people who see the individual self as the only true reality. A popular poster quotes Janice Joplin as saying, "You better not compromise yourself, it's all you got."

Such sentiments indicate that indeed there is a great interest on the part of students in themselves. Psychology is the largest undergraduate major at Dartmouth this year. Enrollments in undergraduate psychology courses at the University of Michigan nearly tripled in the sixties. The American Council on Education reports first year graduate enrollment in psychology in 1971 up 17 percent over the preceding year, compared to an increase of only 5 percent for all science and engineering disciplines. However, the fact that volunteer work is becoming more popular seems to say that students are also interested in others. There is no reason to look for a dichotomy between an interest in one's self and an interest in others.

Playboy magazine conducted a poll last year among 3,000 student representatives of 60 campuses across the country. The results led the editors to conclude that the current calm is a result of deep and subtle changes in the consciousness of students. Students no longer see issues as all-or-nothing battles, and they spurn the dramatic, violent protest. This is called the "postrevolutionary style" by students themselves.

A less psychological but very practical reason may be postulated for the new interest in self. Job prospects are not as bright as they were. Reports from many colleges indicate that students have thrown themselves into their studies in recent months. Perhaps heightened competition for good jobs is part of the reason.

A fifth theory is that students have been turned off by excesses within the movement, such as the bombing at the University of Wisconsin in the summer of 1970 in which a graduate student was killed. This theory is strongly supported by Harvard professor David Riesman. He believes that the Wisconsin bombing made young persons aware of the connection between radicalism and killing. The result, he thinks, is paralysis because students who were once radicals do not want to be mere liberals, but they want no part of killing either.

As psychologist Kenneth Keniston puts it, "When rhetoric culminated in murder, then the members of the student movement had to face for the first time their own complicity with the very violence against which they struggled."

The last theory—that students are looking for different ways to achieve their goals—seems to have some merit. Sam Keen, a contributing editor to *Psychology Today*, believes young persons are learning to fight in a new way. They are making long-range plans and undertaking the slow, hard process of developing new skills to fight the big battles which must be fought and won if society is to be changed.

An organization of students at the University of Florida called United Student Action (USA) now lobbies the state legislature in a very effective way. The issues they espouse are often the same ones students have demonstrated about in the past.

Also, a growing number of students are getting involved in social projects in their communities. For example, the noncredit internship program at Duke University places students in positions as volunteer social workers and tutors in Durham; the Samson program at the University of Florida provides volunteer jobs in boys clubs, scouting, and day care centers in Gainesville.

Law students at George Washington University offer free legal services for ghetto residents in the nation's capital. Various committees have crisis centers manned by young volunteers. And we must not forget Nader's Raiders and VISTA volunteers. All of this activity indicates that many young persons are vitally interested in social problems.

Any conclusions one could draw at this point would have to be tentative. The truth is that none of us

(*Continued on page* 62)

HELP STAMP OUT LONG TABLES

ERMA BOMBECK, *author of the syndicated newspaper column, "At Wit's End."*

□ **I should like to champion a cause** that is too long for a bumper sticker and too insignificant for a protest march. It's about an irritating little part of Americana called: The Long Banquet Table.

In my estimation, that dreary mile of tablecloth with 150 chairs lined on either side has set our civilization back 50 years.

No one seems to know exactly when the man-woman-man-woman seating arrangement came into being. Had I been warned, I would have developed the body for it. Too often I have turned to the man on my left only to find him engaged in conversation with a cleavage on *his* left. As I turn to the man on my right, he is engaged talking with a cleavage on *his* right. Looking across the table, I find an empty chair.

For some unexplained reason, my end of the table is always as exciting as a paper clip convention, while the other end is always wild and raucous with screaming laughter and a fella who plays "Holiday for Strings" on water glasses.

It is difficult to have a good time by yourself. After you eat the four salads around you, clean your silverware, count your fillings with your tongue, clear your throat, correct the spelling of your name on your place card, and clean your glasses, it's downhill all the way.

Occasionally, someone about six people down on the same side of your table will wave, and you will lean forward dragging your necklace through a mound of mushrooms to wave back.

"How's Sully?" she will pantomime.

You cup your hand over your ear and shrug to express deafness.

"How's Sully?" she repeats slowly.

"Wonderful," you shout back.

It is only after you are looking down your bra and wondering how you are going to get the mushrooms out delicately that you realize you have never heard of Sully and besides she is talking to the man sitting next to you.

Any real conversation at a long banquet table is impossible. I have discovered I can say to my dinner partner, "Did you know Ho Chi Minh wore Supp-hose?" and he will look over my head and answer, "Tell Mary. She's perfectly marvelous at faking. Never had a lesson in her life."

I cannot think of anything clever to help stamp out the long banquet table. Yet I do not want to simplify the problem. If we are ever to survive as a nation, ever to find a common ground of understanding, ever to laugh and walk free in the sun once more, ever to care that people are destroying themselves by throwing their bodies over candle centerpieces, then we must stamp out the long banquet table. Let's hear it from you round-table persons. □

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THE MOVEMENT MOVEMENT

LORENA R. PORTER, *professor, Department of Physical Education for Women, Northern Illinois University, DeKalb. Dr. Porter has been a counselor for physical education and a special teacher of physical education in public schools in Missouri and Illinois.*

□ **"If you want to teach physical** education to children, you need to bone up on motivational techniques. You may know what *you* want to teach, but all the kids want to do is run, hop, skip, jump, and climb!"

This comment reflects the activity-centered approach to physical education long emphasized in most teacher-training programs. For years, we've tried to push children into learning skills before they can control basic movement patterns; thrust them into complex games and dances before they learn the necessary patterns and skills.

The new trend in physical education calls for an individualized, child-centered program that enables each boy and girl to explore movement in many situations. Once they learn to control the ways in which their bodies can move, children can participate with confidence in any new learning situation, in work or in play.

The effort to extend movement education to everyone in the school program is another important trend. Contemporary research reinforces a finding of the early 1930's —that motor development plays an important part in an individual's total development. Only if a child can move freely, is he able to learn about himself and his world. When this philosophy permeates the entire school, younger children are not denied the use of physical education facilities as is often the practice when such facilities are in scarce supply.

Unfortunately, as many as one-fourth of the pupils in any given school may achieve only limited success because of minimal neurological problems or perceptual-motor deprivation. Those who have such deficiencies need remedial help. Children whose developmental sequence is lagging or whose previous activities have been limited should have enrichment experiences in addition to those provided their peers.

The guidelines for structuring movement experiences come from two sources—our knowledge of how youngsters learn and our understanding of the nature and structure of movement. A teacher gains insight into both of these by watching children at play.

Let's suppose, for example, that a group of boys and girls are playing in an area with natural environ-

mental stimuli—trees to climb, a brook to jump across, hanging vines for swinging. In this self-motivating situation, we'd see members of the group constantly testing themselves, responding with sensitivity and ingenuity to the various challenges.

Children have always learned through exploration, but in our urban-suburban society fewer have the chance for free bodily movement. They *want* to move and explore, but they live in an environment requiring little physical effort. For this reason, the school program must offer the kind of movement experiences found in natural play situations—with guidance as an extra ingredient.

The first step is to set the stage for learning. Unfortunately, the typical school offers only limited opportunities for exploration of movement potentials. Even when ample space is provided, play equipment is of the traditional sit-and-ride variety—swings, teeters, slides, and merry-go-rounds.

The new stress is on equipment that encourages vigorous movement, adventure, and creativity—that simulates natural environmental challenges. The equipment includes ropes, ladders, and frames for climbing; beams and benches for balancing; planks for sliding and scrambling; tables and boxes for jumping; and tunnels for creeping through and over.

Manipulatory equipment should also be available and in sufficient quantity so that each pupil can select tasks for which he is ready. This equipment includes hoops, bean bags, fluff balls, scoops, paddles, wands, targets, and objects of all sizes and shapes for throwing, catching, propelling, and striking.

As children explore their new environment during their early years at school, the teacher must help them do so safely and with consideration for others. (Important aspects of safety include suitable clothing and footwear, splinter-free floors, and rubble-free playgrounds; ample space around apparatus so that collisions are avoided; mats for landings from heights; strong boxes, tables, saw-

horses, planks, benches.)

The teacher fosters respect for individual differences by encouraging pupils to observe the creative movements of their peers. When this is done, we begin to hear such comments as, "Look at Susie! She can reach the rings today!" or "John is moving upside down under the trestle."

The next stage of movement education calls for guiding the children's experimentation into more definite channels. The teacher sets specific movement tasks and encourages each member of the class to find ways of solving them within his own capacity. As the child widens his experiences, he develops awareness of *what* his body can do and *where* in space it can move. He also develops conscious control of *how* he moves—analyzing his movements in terms of the motion factors:

- Weight. How much force do I use? What is the degree of my muscular tension?
- Space. What is the direction of my motion in space? Straight? Roundabout?
- Time. Is my motion quick or slow, sudden or sustained? Is it accelerating or slowing down?
- Flow. Is my motion continuous? Is it bound and restricted or free flowing?

A skilled movement is one in which there is an appropriate blend of the motion factors.

Experimentation in a lesson is ordinarily focused on tasks pertaining to a particular theme or concept. For example, in a lesson in which emphasis is on body awareness, the teacher may challenge a child to discover ways in which different parts of his body can support his whole weight. Or he may be asked to experiment with ways of traveling with weight being transferred on only one part or from one body part to another. Since there are innumerable right answers to these basic movement ideas, all the children have the opportunity to discover a movement pattern new to them.

As children select, practice, and refine a motion pattern of their own invention, they achieve safe and sensitive use of their bodies in various modes of locomotion—running, skipping, sliding, or rolling in various ways. Later, they may experiment with ways of traveling by transferring weight to distant body parts—from feet, to hands, to feet, for example. Children especially enjoy experimenting with flight, that specialized form of locomotion in which one leaves the ground and flies through the air. Control of body weight is a prerequisite to safe and efficient movement involved in everyday play as well as in games, apparatus work, and dance.

After pupils learn control of body weight in safe and easy situations, the teacher may encourage them to experiment with similar challenges on the apparatus, and to add interest to their patterns by using contrasting motion factors—fast or slow, strong or light, with restricted or free flow. They may also experiment with the use of space, changing directions or levels.

Teachers must avoid imposing preconceived adult notions of competition and rules on young children. Their proposal, "Let's play football," is likely to mean "Let's play kicking and catching"—a game calling for a loose association of youngsters interested in increasing their range of skill.

The concepts of "trying to beat others" and the ability to follow rules usually develop when children are eight or nine. During this stage, they should have opportunity to invent and play games which emphasize cooperation as well as competition. Size of groups should be kept sufficiently small so that there is opportunity for maximum involvement of all children.

Helping the child discover how he can use his body in expressive ways is another appropriate theme. Hands or feet may be used in beating on the floor, clapping or tapping, shaking or grasping. Pupils can experiment with various forms of locomotion, individually at first, and then in combinations—stepping and running, galloping and skipping, spinning and turning.

As the children refine these movement sequences, repeating them until a natural rhythm evolves, they enjoy dancing for its own sake. Spontaneous rhythmic movement is exhilarating, and they will like to accompany themselves or each other with percussive instruments.

Children develop expressiveness as they learn to color a phrase with their own variations of motion factors. For example, let's suppose they learn a simple sequence comprised of three stepping actions interspersed with periods of stillness. When all can perform this sequence rhythmically and in unison with the teacher, they can experiment with different speeds and changes of direction. With guidance, each pupil creates his own phrase, and a dance is in process.

Children may work in pairs and experiment with various relationships—advancing and retreating, moving in turn or simultaneously, matching or contrasting action. What begins as a simple movement phrase evolves into significantly different forms of expression as ideas are exchanged and feelings are evoked from action patterns.

Some patterns may convey feelings of aggression; others, of mysteriousness; still others, of happiness or sadness. In this way, boys and girls develop a language of action. They are not asked to *be* a giant or ghost, or to move as the music makes them feel—practices which may arouse dislike of dancing. Instead, they are challenged to experiment with movement and relationships in which they discover a resemblance to feelings, persons, or objects experienced in real life. Movement can serve as an integrating factor in the related arts program in which music, art, language, and dance serve as sources of creative expression.

The content of the physical education lesson has long been viewed in terms of activities to be learned —games, dances, stunts, and so on. But in many schools today, young people have the chance to create new forms of expression as well as to discover their talents in important cultural activities. □

Extracurricular Activities—Right or Privilege?

GUNNAR HORN, *head of English Department, Benson High School, Omaha.*

□ **Clichés die hard. Although no coach has ever pressured** me to pass an athlete, I still was somewhat surprised that all of the dozen or so high school coaches I queried strongly favor academic requirements for team membership. After that, it came as no surprise that the classroom teachers favor academic requirements for sports and for other extracurricular activities as well.

Maybe we are different here in the Middle West. Certainly none of the coaches I talked with would buy the proposition made in an article by Larry J. Weber in the November 1970 issue of *The Clearing House:* that an academic criterion for participation in athletics is undemocratic.

While Weber admits the motivating power of varsity athletics, he objects to denying "participation to students who do not have the ability to succeed in or profit from academic programs."

All the coaches I talked with feel that a boy who really wants to make the team will seek to qualify himself academically as well as physically. As one high school coach said: "If a kid doesn't have the self-discipline to pass three academic courses (the Nebraska requirement), he's no good to the team. It takes a lot of self-discipline to excel in sports."

Another coach pointed out that few students are likely to become professionals. "Letting a student devote all his energy and attention to sports deprives him of other knowledge and skills he will later wish he had."

Another inequity, according to Weber, is the stipulation that participation in athletics is dependent on good behavior. He says that a coach, unlike classroom teachers, has the option to exclude any member from participation for behavioral violations and that often these are violations for which a student would not be excluded from an academic class.

No coach I could find was willing to abrogate his right to make decisions in regard to team membership or in regard to who would play or who would sit on the bench at any given time.

In this area, too, the coaches got unanimous support from the approximately 100 classroom teachers whose opinions I solicited. Most felt the coach or sponsor of *any* extracurricular activity should have the right to eject students for violation of rules.

Those who, like Weber, would remove restrictions on student participation in extracurricular activities, especially sports, have a sales job to do. According to *Disruption in Urban Public Secondary Schools,* a National Association of Secondary School Principals (NASSP) publication, most urban schools still employ grade requirements to a substantial degree. Ninety percent of the principals report minimum grade requirements for student participation in athletics. Eighty-one percent have such requirements for cheerleaders; 65 percent for student government; and 47 percent for other extracurricular activities.

The national picture is not wholly clear, however. According to a report on schools with outstanding activity programs, published in the NASSP *Bulletin* of September 1971, "the most commonly reported change in activity policies among schools of all sizes was the reduction or removal of academic restrictions for participation in student activities in general and student governance in particular. . . . [On the other hand,] a number of schools reported *increased* academic prerequisites for participation."

"Students we talked to are generally opposed to grade requirements, attendance and tardiness limits, or other ways to circumscribe such participation," reports the author of *Disruption in Urban Public Secondary Schools.* Yet almost all the students I talked with upheld academic and behavioral requirements for participation in athletics. On student government, on the other hand, they were about evenly divided between those favoring and those opposing academic and other restrictions on holding class offices or serving on student councils. Most opposed academic prerequisites for such extracurricular activities as band and plays.

My own feeling is that out in the cold world most of us have to pay a price for whatever it is we want. This may not be altogether bad. Through the years, I have known many students to whom a hurdle was an incentive. My favorite example is that of the star athlete who learned punctuation in one weekend so he could become sports editor on the school newspaper.

"I never could punctuate," Homer had remarked, as though that were a pleasant eccentricity for an athlete.

When he asked to be sports editor, I had him over a barrel. "I am not about to do your punctuating for you," I told him. He thought that over and then asked to borrow my punctuation handbook.

Next Monday Homer asked me to test him on punctuation. To my amazement, he scored 100 percent. So I gave him the job, and he was great at it.

Today, Homer is a college football coach and the author of a book on football that, as far as I know, is 100 percent free of errors in punctuation. □

◆ *The* Journal *solicits reactions, both pro and con, to Mr. Horn's views.*

ATLANTIC CITY CONVENTION CAPSULE

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
June 24	June 25	June 26	June 27	June 28	June 29	June 30
Registration Exhibits 9 a.m.-5 p.m.	Registration Exhibits 9 a.m.-5 p.m.	NEA State Delegations 7 a.m.-9 a.m.	NEA State Delegations 7 a.m.-9 a.m.	NEA State Delegations 7 a.m.-9 a.m.	NEA State Delegations 7 a.m.-9 a.m.	NEA State Delegations 7 a.m.-9 a.m.
ACT— Open Hearings State Delegations Representative Assembly	ACT— State Delegations Representative Assembly	Committees, Commissions, Task Forces, Departments, National Affiliates, Associated Organizations 8 a.m.-10 a.m.			Con Con cont.	Polls open 8 a.m.-3 p.m. Elections & voting on Bylaws
		Registration 9 a.m.-5 p.m. Exhibits 9 a.m.-4 p.m. & 8 p.m.-10 p.m.	Registration 9 a.m.-5 p.m.			
		Open Hearings Con Con Budget Bylaws Resolutions	NEA Representative Assembly 9:30 a.m.-1 p.m. & 2 p.m.-5 p.m.	NEA Representative Assembly 9:30 a.m.-1 p.m. & 2 p.m.-5 p.m. Con Con debate	NEA Representative Assembly 9:30 a.m.-1 p.m. & 2 p.m.-5 p.m.	NEA Representative Assembly 9:30 a.m.-12 noon & 2 p.m.-5 p.m.
		NEA Board of Directors Meeting 4 p.m.-6 p.m.				
		Friendship Night (in Exhibit Hall) 8 p.m.-10 p.m.	Human Relations Awards Dinner	Alex Haley (guest speaker)		
Con Con Mini-Theatre— Open all day	Con Con Mini-Theatre— Open all day	Con Con Mini-Theatre— Open all day	Con Con Mini-Theatre— Open all day			

□ **Delegates to the 1972 Representative Assembly in** Atlantic City (June 24-30) will receive the report and deal with the recommendations of the final session of the Constitutional Convention, which was held last March in Minneapolis. Invitations to attend the convention have been extended to the major U. S. Presidential contenders.

In addition to consideration of important current issues, delegates will also examine and vote on the budget and elect Association officers. Guest speaker for Wednesday will be Alex Haley, who authored *The Autobiography of Malcolm X*, and whose new book, *Before This Anger*, is scheduled to be published this fall.

A capsule program for convention week appears above. *Today's Education* and the *NEA Reporter* will give reports of the convention in subsequent issues, and the NEA Center will offer the highlights on tape and on film.

This year during the convention, special emphasis will be on ED/EX, the Educational Exposition, where many publishers, industries, and government agencies will demonstrate their newest and most promising products and services.

Following the convention, the Association of Classroom Teachers and the NEA Educational Travel Division are cosponsoring a trip to the Orient (Oriental Holiday), which is available to all NEA members and their families. For complete details, write to the Division at 1201 Sixteenth Street, N.W., Washington, DC 20036. □

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YOUTH SPEAKS

Responses are coming in from our invitation to high school and college students to present their viewpoints on schools, governmental leadership, teen-age problems, youth-adult relationships, or whatever else they feel strongly about. Because today's young people are so articulate, we hope more of them will send us their views. We need the help of teachers in calling their students' attention to this invitation and encouraging them to respond to it. If we receive a sufficient number of replies, "Youth Speaks" may become a regular page in Today's Education.

"Pollutical" Destruction

Air pollution, water pollution, chemical pollution, noise pollution—when will it all end? When we finally decide that the time to act has come. And it has, indeed, come.

Just as Uncle Harvey didn't give you that brand new wristwatch to use your new hammer on, so God didn't present us with a beautiful earth so we could tear it to pieces with our new technology.

America, you have long been considered a leader in international affairs. Here is the chance you've been waiting for—your chance to lead the world in a revolution to prevent self-destruction. It's up to you, America. It's up to your people!

—Mike Branch, *junior, Southwest High School, Fort Worth.*

Tests! Tests! Tests!

What good are tests—as far as learning is concerned? They're supposed to tell a student how much he knows about a certain subject, but often they only reveal how much he has memorized. Since a test can't possibly cover a subject completely, a student may know many important things that aren't on the test.

I think more emphasis should be placed on learning than on testing. For example, the teacher could expose his students to a lot more information if he didn't have to emphasize the points he knows will be on the test. Also, if less emphasis were placed on grades, the student would be more eager to learn because he would not have to worry about failing.

—Debra Ann Davis, *senior, Fernandina Beach (Florida) High School.*

The Fortunate Generation

Over the past few years, a lot has been said about my generation. We've been described as everything from "a wonderful young group of mature and responsible citizens" to "an unruly, irresponsible, unthinking mob." Probably most people take a view somewhere in between these two extremes, believing that we are basically good except for a few troublemakers.

As endless as the controversy over youth's behavior seems to be, I don't think this is so important as the fact that in many ways we are the most fortunate generation in the history of the world.

First, we have learned some great social lessons as a result of the time period in which we've grown up. The problems of pollution and overpopulation and the threat of nuclear disaster are prominent concerns. These concerns have shown us how important it is for large numbers of our generation to become actively involved in solving these problems.

The war in Vietnam has taught us, to the point of obsession, that regardless of how prominent a position our nation might assume in international affairs, it remains a nation comprised of individuals and consequently a nation capable of making serious mistakes.

Another social lesson revolves around the race riots of the 60's. These showed very clearly how important it is to *live* brotherhood as well as talk about it.

Also, more than any other generation we have definite opportunities to do something about what needs to be done. We are fortunate that so many of us can go on to college and then become actively involved in battling the problems confronting us. We are the first generation to possess the privilege of voting at 18; this privilege can be a tool for exerting influence on what's going on in our government and in our world.

And so I think we are a fortunate generation for these simple and unprofound reasons: We know what needs to be done, and we have the opportunity to act. Let's make the most of this opportunity as we build upon the progress that has already been made, trying to build a still better world for ourselves, our parents, and more important, for our children.

—Gene Larson, *freshman, Iowa State University, Ames. This statement, he says, expresses the viewpoint he presented at his graduation cere-*

"Let's put it this way, Dad: Do I expect you to earn the highest salary at your office?"

Hang-ups vs. Potentials

(Everybody has them!)

Take this "Insight" test. See what side you're on.

Quiz I.

Hang-ups

	YES	NO
Do you find it easy to make and keep friends?	☐	☐
Do you feel that you're being met half-way in a love relationship?	☐	☐
Do you think other people have the correct impression of who you really are?	☐	☐
Do you think you're basically happier than most of the people you know?	☐	☐
Are you generally pleased with your life?	☐	☐
Do you think your happiness ultimately depends on you?	☐	☐
Do you think people listen to what you say?	☐	☐
Do you avoid making the same mistakes over and over again?	☐	☐

Quiz II.

Potentials

	YES	NO
Are there many things you value more than money?	☐	☐
If your life isn't all you want, do you have the guts to pack it all in and start fresh?	☐	☐
Are you happy with your job?	☐	☐
Do you think you could go in business for yourself?	☐	☐
Do you keep promises to yourself to do volunteer work, read more, go back to school, etc?	☐	☐
Do you have a generalized feeling of well-being?	☐	☐
Do you use your time well?	☐	☐
Do you think you're getting where you want to go?	☐	☐

Score yourself.

How did you score? 3 "NO'S" means you're ripe for improvement. You should move now. INSIGHTS has some answers. 4 or more "NO'S" means you're hungry to change. Forge on. You and only you can make the difference.

INSIGHTS. So what is it? A book club? No, it's more than a book club. It's a plan to help you change. INSIGHTS picks special books that help one realize a sense of self-fulfillment. It's a practical, manageable way to pursue your own interest in yourself and sort out your best possibilities.

So stop feeling bricked in—you can make the first move this minute. What does it cost? One dollar. What's the worst thing that can happen? You'll be smarter.

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monies at Ames High School last spring.

Learning Together

Today's high schools aren't geared to the future. This is no time for irrelevant tests, boring lectures, and meaningless notes. Students want to learn and will do so if lessons are presented in an adult, interesting, and intriguing way.

Granted, certain subjects should still be mandatory. But students wishing to specialize in one field should be allowed to do so rather than being bogged down with archaic subjects.

Students and teachers should plan and work together. Only then can students and teachers *learn* together.

—Trudy Neel, *sophomore, Tustin (California) High School.*

Living with Change

I am a 21-year-old college senior who stands on the threshold of adulthood with amazement, anxiety, and confusion. Everyone dreams of growing up and it seems I have reached that point, but exactly where is that? It is wherever you make it. I know one place I do not want it to be—a place where life is so comfortable that change does not seem worthwhile.

It's not always easy to distinguish between constructive and destructive change. The key lies in clearly defined goals; too often the means overrides the end. For the teacher, this may mean too much concern about how many chapters he can cover and too little concern about the quality of learning.

In choosing what we want to change, we must examine what we believe to be important. To the teacher, the vital concern should rest with what type of student he wants to mold. Does he want the kind of student who memorizes quickly and obeys automatically, or does he want one who thinks independently? The teacher may then consciously make his daily choices with that goal in mind.

Only when we know what we want and consider our methods in the light of these wants, can we reach forward with the hope that something worthwhile is within our grasp.

—Jo Ann Simon, *senior, Southwest Texas State University, San Marcos.*

LOCAL ASSOCIATION OF THE MONTH: NEA-TOPEKA, A "NOW" ASSOCIATION

□ **The National Education Association-Topeka** takes pride in being a "now" association in Kansas. Aggressive leadership by association officers and the Representative Assembly have brought into focus the true responsibility of a local association to its members and to the community. Not long ago, for example, the community had come to expect that NEA-Topeka would do no more than pay dues to the Chamber of Commerce and make donations to worthwhile charities.

Today, the community looks to the association for answers and opinions on problems facing the schools in Topeka. This change in attitude, which did not happen overnight, came about because NEA-Topeka's leadership recognized that the teacher's voice was not getting the kind of exposure needed to communicate effectively with the community.

With this problem in mind, a budget increase was proposed for expanding the association's public relations program. The new program had a two-pronged approach—one for internal communication and one for external communication. However, the main objective was to establish community understanding through an enlightened membership. In other words, our main effort was to communicate with the membership and hope that this effort would spill over into the community.

With the increased budget, the association's public relations committee set about the task of developing public and professional understanding of NEA-Topeka's programs and undertakings. The committee produced an association brochure, printed an association newsletter, placed public information ads in the local newspaper, and established a speaker's bureau. Moreover, the association now has a weekly radio show, "NEA-Topeka Insights."

The committee has also established personal contact with all facets of the local media in order to develop an association point of view and give credibility to any releases the association might produce. Throughout this effort, we received valuable advice from Kansas-NEA and from the NEA staff.

What are the results of these efforts? NEA-Topeka is the only urban association in Kansas with a master contract containing methods for resolving precontract impasse and a grievance procedure with binding arbitration. These items were achieved because of a committed membership—and a community which recognized that what was being done by the association through the negotiations process was legitimate and good.

We will not deny that much of our public relations clout grew out of the conflict created by professional negotiations. But this conflict has served to open many other areas of public concern to the association. We have every reason to believe that when and if conflict does arise in Topeka, teachers and community will again rally around the association.

Yes, NEA-Topeka is a "now" association ready and willing to tackle the most difficult educational problems. We are confident that our reasonableness and professional attitudes will prevail in a community that asks only to be told the truth.

—Forrest Haskins, *president, NEA-Topeka, and mathematics teacher, Curtis Junior High School;* **Richard L. Fleming,** *executive director, NEA-Topeka.*

"If youth is taking over, how about starting on your room?"

(*Continued from page* 8)

perience (through one's senses), either from one's own experience or that of others. Learning from the experience of others requires communication between the experiencer and the learner (training, instructing, teaching, educating, professing, and the like).

Finally, education is any formal effort designed to stimulate the learning of an individual. It is not an objective but a means of achieving an objective. I have learned this from my own experience and from the experience of others in the past 74 years, more than 40 of them as a life member of the NEA.

—Christian E. Burckel, *Bronxville, New York.*

Congratulations to David Elkind for his graceful, low-key yet hard-hitting article.

Let's hope some of the teachers and parents who have been lax about following the ideas of our progressive thinkers will be redeemed by reading the fine summary presented in Elkind's article.

It's time to get over our sheeplike feeling (encouraged by the 600-plus corporations that vend educational materials) that we must try every educational package deal that comes along in a high-pressure effort to cram selected facts into children's heads.

—Patricia Kennedy, *education writer,* Herald-News, *Passaic, New Jersey.*

The Meaning of Grades

I was appalled by the "Classroom Incident" in your March issue. (The new white teacher in a newly integrated school in the South changed some grades for black students who promised to start working.) Not only the teacher and the students but your consultants, as well, seemed to believe that a grade is an intrinsic thing. For the future, she needs to remember and her students need to be told that a grade is simply an attempt to report what students have done.

I take nothing away from the comments about fairness and openness in arriving at grades. And I might add that if any significant number of students seem to be failing, the teacher needs to consider that he may be the one who is failing. Perhaps he is choosing work and questions that are too hard.

—Peter M. deLaubenfels, *teacher, Harrisburg (Oregon) Grade School.*

No Stars

As a teacher of a primary educable class, I welcomed the article, "No Stars, Please" (March). It took a much needed look at the way special teachers unconsciously and incorrectly present their students to regular teachers.

Because we work with "those" children, we must constantly behave like public relations people. We have to help our children sell themselves. Only if we take a closer look at how we are (or aren't) doing this, can we become better at helping our pupils gain acceptance as living, feeling, worthwhile people.

—Linda Goldstein, *Walnut Avenue School, Cranford, New Jersey.*

Youth and the Law

We hope your students and their parents will never need this advice. But if something does go wrong, be sure **your** school has helped them prepare for it. Today, more than ever before, young people are being arrested. What are their rights? What should they say? What **shouldn't** they say? How do they get a lawyer, post bail, recover their freedom?

Dramatic, comprehensive answers to these and other critical questions are answered (via cassette and booklets for parents, students, and teachers) by Neil L. Chayet, noted defense lawyer for young people. An ounce of prevention . . .

ORDER FORM **To:** National Education Association, Publication-Sales **Section 213,** 1201 Sixteenth Street, N.W., Washington, D.C. 20036

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GAMES CHILDREN PLAY

□ **A nun from Pennsylvania, member** of an enclosed Carmelite order in East Africa, recently returned to the United States for her only visit in more than two decades. Asked by a newspaper reporter what changes she noticed here, she mentioned the disappearance of hopscotch and "other simple games of yesteryear" and their replacement by passive recreation, such as watching TV.

When Journal editors read the news item, we decided that the nun's experience corroborated our own. Where has hopscotch gone? We seldom see the game on city sidewalks or on playgrounds of the schools we visit over the nation.

We agreed that we don't often see children playing marbles, either. As we got to talking about these lost arts, a self-styled marbles champion on our staff reminisced about his expertise with the aggies and the glassies. Another, recalling the counting-out rhymes which determined whose turn to shoot would come first, dredged up this masterpiece (spelling unverified):

Inty, minty, diggity fig,
Dora, deea, diemin ig,
Eyecha, kiecha, diemin eyecha,
Ala bala boo.
Out goes you.

Do today's kids play blind man's bluff? Tag? Hide-and-seek? Farmer in the dell? Certainly not many of the children we observe as we drive to and from work. They're more likely to be sitting on the steps in front of their row houses.

As for London Bridge, we don't often see them choosing sides for that or hear them singing:

London bridge is falling down,
Falling down, falling down.
London bridge is falling down,
My fair lady.

What's become of the rope jumpers? Who jumps single rope or the much more difficult double rope? And who chants the rhymes that used to accompany rope jumping? As early as 1864 and as late as the 1950's (so say Iona and Peter Opie in *The Lore and Language of Schoolchildren.* London. 1959. Reprinted by permission of The Clarendon Press, Oxford), children of England (and of Canada and the United States as well) were intoning as they skipped rope or bounced balls:

Mother, Mother, I feel sick.
Send for the doctor, quick, quick, quick.
Doctor, Doctor, shall I die?
Yes, my dear, and so shall I.
How many carriages shall I have?
One, two, three, four. . . .

Are the kids playing jacks—"those little metal things with six knobs [prongs] that you throw out and pick up again while you bounce a ball"? The definition appears on the cover of Marta Weigle's *Follow My Fancy: The Book of Jacks and Jack Games* (Dover 1970). She says in her introduction: "People have played some form of jacks since ancient times, when they used bone, stones, seeds, or small filled cloth bags." Variations of moves, she reminds us, are called fancies, which may be as simple as Plainsie Double Bouncies or as difficult as Quadruple Everlastings.

Indulging in nostalgia to the extent of holding a jacks tournament one noon (we couldn't get much beyond Plainsie Double Bouncies, though several of us swore we used to handle Quadruple Everlastings), the *Journal* staff was feeling sad about what today's children are missing out on.

Then our researcher brought in a *New York* magazine for August 10, 1970, and showed us an article, "The Games New York Children Play," which maintained that "the idea that old-fashioned children's games are dying out is itself old-fashioned."

Ann Geracimos, the author, found that New York boys and girls still play hide-and-seek (which, she says, is the modern version of Apodidraskinda of Plato's time); still chant "Ring Around the Rosie" (which dates back to medieval plague years); still play tag (Stuck-in-the-Mud and Chinese tag), as well as excelling in innumerable active games of their own creation.

They still jump rope, too, according to Miss Geracimos, but instead of counting carriages for their funeral, they are more likely to chant:

Abraham Lincoln, I've been thinkin'
What on earth have you been drinkin'?
Is it whiskey?
Is it wine?
Oh, my gosh, it's turpentine.
How many months have you been drinkin'?

(Then they name the months in order as fast as possible.)

We decided to conduct a little poll on our own and tapped all of a dozen elementary school teachers and principals—a very scientific poll, obviously. We learned that—in 12 schools in Maine, Florida, Maryland, Virginia, New Jersey, and Michigan—hopscotch is alive and well, thank you. Also jacks and jumping rope. And kickball and dodge ball. And farmer in the dell. Marbles, though, was reported as being seasonal and nothing like as popular as formerly.

"Of course," said one teacher, "the really big game is what it always was: The girls chase the boys, and the boys chase the girls."

In mourning the demise of the old-fashioned active games, apparently the nun and the editors just haven't looked at the right sidewalks or playgrounds. Or have we? How about the children of your school? Are they still playing those games of yesteryear, with some modern variations? We invite your comments. □

"These refresher courses are anything but."

NEW NEA PUBLICATIONS & AUDIOVISUAL MATERIALS

This listing is designed to keep you informed of the newest professional materials published by the NEA and its affiliates. Please include stock numbers when you use a purchase order form. Single copies of packaged leaflets (prepared for American Education Week) are not available.

AEW-72 Observance Manual (#1). Shows how to establish an AEW budget and suggests specific observance activities. Discusses the roles of the individual teacher and the local education association, church and civic participation, the Parent-Teacher Association, and the American Legion. Also tells how to handle media publicity. 48 pp. $1. 051-01910. Publishing Division.

AEW-72 Packet (#2). Contains one copy of all the new materials produced to help observe the 1972 event, "Make Education Top Priority." Represents a valuable early planning tool for American Education Week, October 22-28. $3. 058-01968. Publishing Division.

AEW-72 Source Book for Speakers and Writers (#3). Provides an interpretative essay, useful quotations, and sources of information for use by AEW speakers and writers. Also serves as a stimulant to classroom discussion. 46 pp. $1. 051-02024. Publishing Division.

Comprehensive Negotiation Agreement Provisions (#4). Analyzes over 1,500 negotiated teacher/board agreements in U.S. public school systems. Over 300 negotiable items are identified and coded on a system-by-system basis.

Part I: Scope of Agreement and Association, Board and Teacher Rights Provisions; *Part II:* Joint Committees, Instructional, Educational and Teacher Assignment and Work-Load Provisions; *Part III:* Grievance Procedures, Personnel and Salary Provisions; *Part IV:* Group Insurance, Leaves of Absence and Fringe Benefit Provisions.

Four-part set. 1,418 pp. $40. 388-11940.

Special price for NEA state and local associations ONLY, with no further discount. $25. 388-11938. Research Division.

Environmental Education in the Elementary School (#5). Outlines current programs and approaches to elementary education and describes school beautification programs. Articles reprinted from *Science and Children.* 48 pp. $2.75. 471-14626. National Science Teachers Association.

Get Involved in Your Child's School (#6). Answers questions about the purpose of a parent involvement program in the schools and suggests procedures for program development. Part of the multimedia action program on parent involvement. Pkg. of 30, $1.50. 054-11610. Publishing Division.

Home Economics Educators Packages: Selection of Furniture (#7). Discusses furniture styles and includes learning aids in the form of tests. 30 pp. $1.25. 261-08412. Home Economics Education Association.

Home Economics Educators Packages: Selection of Window Treatment (#8). Presents information on types and uses of fabrics for window treatment and includes a series of tests as teaching and learning aids. 25 pp. $1.25. 261-08410. HEEA.

Homework: When and How To Help Your Child (#9). Answers such questions as What's good about homework? Should it be abolished? What should it involve? Pkg. of 30, $1.50. 051-02220. Publishing Division.

How Fair Are Your Children's Textbooks? (#10). Tells parents how they can work with educators to ensure that basic educational materials reflect America's cultural and ethnic diversity. Pkg. of 30, $1.50. 051-02228. Publishing Division.

How To Help Your Child Learn (#11). Gives specific suggestions parents can use to help their child learn better in the areas of reading, math, creative arts, science, foreign languages, and social studies. Pkg. of 30, $1.50. 051-02204. Publishing Division.

New Directions in Certification (#12). Theodore E. Andrews. Focuses on the evaluation of a new "process" for the certification of teachers, but its underlying theme is how a bureaucratic office of certification functions as a change agent. 56 pp. $1.50. 861-24496. Association of Teacher Educators.

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Selecting Instructional Materials for Purchase: Procedural Guidelines (#14). Addresses 14 recommendations on the selection of textbooks to school board members, administrators, teachers, curriculum specialists, librarians, and media specialists. (See article on page 53 in the February 1972 issue of *Today's Education.*) 64 pp. $2. 381-11992. Joint Committee of the NEA and the Association of American Publishers.

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"PAIRED TEACHING"—WHY NOT?

□ **An attractive young woman named** Judy Burke had been teaching for three years at the Wilson Elementary School when she met Jim Harrison. An elementary teacher with five years' experience, Jim was a member of the teaching staff at the Skyview Elementary School. Both were highly competent instructors, respected by their colleagues and administrators.

Their friendship, which started as a casual acquaintance at faculty meetings, soon blossomed into romance and marriage. The young teachers continued their professional careers, each happily involved and glad to share classroom experiences with the other.

When Mrs. Harrison eventually became pregnant, she felt that it was out of the question for her to give up her teaching career permanently. She considered taking a short maternity leave and then returning to the classroom, but the Harrisons questioned whether both of them should be away from their child during the working hours.

Fortunately, Judy and Jim had an alternative—a plan which, for lack of a better name, is called "paired teaching."

Under the paired teaching plan, Judy and Jim agreed to enter into a single contract with the district. Their joint salary equalled the amount that the parent at the higher salary level (in this case, Jim, because of his greater length of service) would have received had he filled the position by himself. In effect, the district school board was willing to "overpay" Judy in order to keep her involved in teaching during the period when her child was young and she might otherwise have had to stay at home.

Each of them was required to meet all of the professional requirements normally fulfilled by an elementary teacher. The Harrisons worked with their principal to develop a realistic teaching schedule that incorporated their best talents.

Jim felt he was strongest in math and science; Judy preferred language arts and social science. Each was required to be active in all the major areas of the curriculum. However, each was responsible for coordinating his or her respective areas of high interest. Judy would teach art and music, while Jim would handle the health and physical education programs.

A flexible schedule virtually eliminated the need for a substitute teacher. Jim or Judy were free to teach on any given day or part of a day. However, it was decided that Jim would generally teach on Monday, Wednesday, and Friday, while Judy would teach the other two days.

The young Harrisons had to do most of their classroom planning at home. They found this a rewarding time as they shared experiences and discussed suggestions which might improve the over-all results of their teaching. Fortunately, they share a common philosophy which included a strong commitment to meeting the individual needs of their class.

The plan gave Judy the opportunity to remain in teaching and at the same time to be a mother to her baby. She feels that transition to a full-time teaching schedule later on will be an easy one for her to make. Jim quickly learned to enjoy the extra time he was able to spend at home with his child. He shared the household chores with his wife as willingly as she shared responsibility for earning a living with him.

The Harrison story is, unfortunately, fictitious. Under present standards, the young teacher who becomes a mother often finds it difficult to fulfill dual roles as a mother and teacher. But this need not be the case.

The teaching profession must be flexible if it is to meet the needs of the modern teacher, family, and school. Why shouldn't paired teaching be employed in situations where it is possible to do so? □

—**JOHN E. STUCHELL,** *assistant elementary principal, Brookville (Pennsylvania) Area School System.*

◆ *The paired teaching idea engaged in by the fictitious Harrisons is a variation of that practiced by James and Cordys Winterton and discussed in the September 1971 issue of* Today's Education. *The editors solicit reactions to this idea and suggestions on how salary, fringe benefits, tenure, and retirement might be handled under such a plan.*

"Her homework specials always preempt my regularly scheduled TV programming."

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IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Drill Game

To vary dictionary drill, I give a definition, a phrase or expression, an explanation, a comment, a synonym, or an antonym instead of the word to be looked up. The pupils guess or figure out what the word is, without saying it aloud, and quickly look it up. This challenges them to think and puts some excitement into the drill.

—Beatrice L. Nilsen, *seventh and eighth grade teacher, Spaulding School, Waukegan, Illinois.*

Economics Game

When I noticed specific weaknesses in my pupils' spelling and working habits, I had them play a game that brought about a great improvement.

We discussed and planned a game involving play money. Together we listed several ways in which they could earn and withdraw the money. Then I made and displayed a chart:

OUR WORD BANK

Deposits

1. Mastery Test Performance—none missed $90
2. Neat papers in any subject..... $ 1
3. Neat handwriting in any subject.. $ 1
(Etc.)

Withdrawals

1. Mastery Test Performance—each word missed..... $ 5
2. Careless handwriting in any subject (Etc.) ..... $ 1
(These standards may be expanded as necessary. In my class, we later added rules for all subject areas.)

I began the game by paying each child $1,000 in play money. Then, after a discussion of ledgers and their use, I distributed ledger sheets that I had prepared in advance. For the first two weeks, I helped the children with their ledgers. After that, taking care of the play money and keeping the ledger sheets were their responsibilities unless they needed help in balancing.

Each Friday, the children cleaned their desks, and we held our pay day. As I called their names, they brought their bonus papers or withdrawals, and I paid accordingly.

Teachers can use the play money game in any subject area and can continue it for any length of time. I suggest, though, that they use it when they find a definite need, making the game useful and fun for children.

—Barbara Jane Firestone, *fifth grade teacher, McCollom Elementary School, Wichita, Kansas.*

Streamline Creative Writing

Here is a workable approach to creative writing in the primary grades:

I borrow the primary typewriter from the school office and distribute primary paper, which is half lined

NEA SPECIAL SERVICES

Did you have time to take the life insurance quiz that was mailed to all NEA members in November? The quiz, reprinted below, will assist you in finding out which NEA Life Insurance Plan is best for you. If you did not receive a copy or if you haven't yet gotten around to taking the quiz, why not take it now?

Which NEA Life Insurance Plan Is Best for You?

The NEA Life Insurance Program offers four different plans to meet the individual needs of members.

Here is a quiz to help you decide which NEA plan is best for you. We realize that there are special needs and circumstances that may not be taken into account. However, the quiz does set forth many of the factors that enter into insurance considerations.

Go through the quiz and add up your score. When you decide which plan most closely meets your needs, sign up for it. It is one of the best protection buys in the insurance industry.

If you would like to receive a complete packet of information about the NEA Life Insurance Program and each of the four plans, write: NEA Special Services Division, Room 915, 1156 Fifteenth Street, N.W., Washington, DC 20005.

Circle the statement that applies to you. Then enter the point value of that answer in the blank on the right. Enter the point scores here.

1. I am: [5] married; [1] single; [3] divorced; [3] widowed. _____
2. I have: [1] no; [3] one or two; [4] three; [5] four or more dependents. _____
3. I earn: [2] $7,000 to $10,000; [3] $10,000 to $15,000; [4] $15,000 to $20,000; [5] $20,000 or more per year. _____
4. I have: [2] $5,000 or less; [3] $10,000; [4] $20,000; [5] more than $20,000 of life insurance protection. _____
5. The ages of my dependents (except spouse) are: [5] under 6 yrs.; [4] 7 to 12 yrs.; [3] 13 to 19 yrs.; [2] 20 yrs. or more. _____
6. My spouse's age is: [5] 20-30 yrs.; [4] 31-40 yrs.; [3] 41-50 yrs.; [5] 51 yrs. or more. _____
7. My health is: [1] excellent; [2] average; [3] fair; [5] poor. _____
8. I: [5] own my own home; [4] rent a house; [3] rent an apartment; [2] live with friends, relatives. _____
9. My spouse: [1] is employed; [2] is easily employable; [4] would find it difficult to gain employment; [5] is unable to work. _____
10. I would like to: [1] leave a gift to my favorite charity; [4] provide security for my spouse; [4] assure my child(ren)'s education; [5] provide for my dependents' support. _____
Add up the points to get your total score..... _____

If Your Score Is	The NEA Plan Best for You Is
Below 20	Plan A
20—29	Plan B
30—39	Plan C
40 or above	Plan C+

and half unlined, to the children. On the unlined portion, each child draws a picture to accompany the story that he makes up. When most of the children have thought up a story and while most of the children are begining to draw their pictures, I choose five children to dictate their stories to me at the typewriter.

I type each child's story on a quarter sheet of typing paper and give it to him to take back to his seat, telling him to copy his story from it onto the lined part of his paper. In this way, most of the pupils can either draw or write without having to wait around for my attention.

—Iris M. Adam, *sixth grade (formerly first grade) teacher, Hamburg (Pennsylvania) Area Schools.*

Mobile Children

I teach in a school on a deactivated air base that is now designated a "Waiting Families" area and is peopled by families whose fathers are serving in Vietnam. Many, many "mobile children" have come and gone. The following is just one way we help ease the strangeness of moving for these children.

In addition to a large globe and a map of the world, we have large maps of North America, Europe, and South America. Whenever a child arrives, we ask him to choose his favorite from among a dozen colored yarns. Then we tape his own "travel line" to one of the maps or to the globe, whichever is most suitable. We also tape his dad's travel line in the same colored yarn. Thus the child becomes oriented to his old school and his new school and to his dad's post as well. At moving time, he tapes his line on to his next home. This helps make moving a pleasanter event.

—Louise A. Chase, *first grade teacher, Larson Heights Elementary School, Moses Lake, Washington.*

Music Appreciation

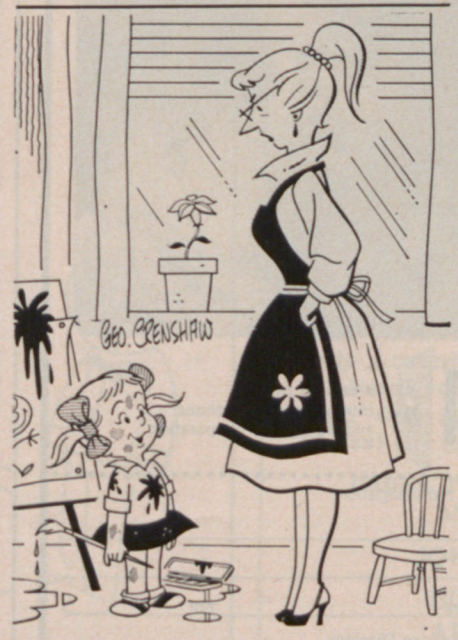
In teaching music appreciation, I approach music from several perspectives. We discuss how music of different kinds gives us different feelings, how music now is different from what it was when our parents were young, how it differs from the music of the great composers, how it sometimes tells a story, and how it can help us to see things with our imaginations. Some of the works that appeal to children are *Peer Gynt* (which we illustrate), *Haydn's Symphony No. 94* ("Surprise," which they quickly learn to recognize and usually adopt as a favorite), *Rhapsody in Blue* (for a feeling), and everything from Bach (turned on with a Moog synthesizer) to *Bonnie and Clyde* (for contrast).

We listen, too, for the sounds of different instruments in the pieces. And we learn to let our bodies move with the music. One of the most fascinating experiences I've had was to play *The Flight of the Bumblebee* without any preliminary introduction except to direct the children to let their imaginations free and to draw whatever the music made them think of. Out of 24 pictures, only one was of a bee!

—Evelyn Tanner, *second grade teacher, Crestview Elementary School, Layton, Utah.*

School Magazine

In our school, each teacher may submit for possible use in *Leonia Lens*, our school magazine, one (but only one) contribution from each student. A dozen or so "editors" from the seventh grade, working during their reading class periods, make individual evaluations of the contributions, which have been grouped in file folders under such labels as Trips, Pets, Sports, and the like.



"Of course I said I'd work harder if you promoted me. Haven't you ever heard of campaign promises?"

A faculty adviser averages the evaluations and chooses five or more contributions from each folder for a page or two that the school secretary then types, 31 spaces to the line. After that, the editors work in pairs on the dummy sheets, arranging the stories on pages and titling them.

When the art editors receive the dummy sheets, they are free to rearrange the stories but not to change the titles that the literary editors have dreamed up. Under the art supervisor's guidance, the dummy sheets blossom with illustrations and fancy lettering.

Once more we have the help of the secretary, who types the stencils. The art editor then cuts letters and pictures on them.

After the adviser proofreads the stencils, the secretary runs them off on the mimeograph machine and turns them over to one class that collates and staples 800 copies. Another class takes orders (10¢ a copy) and distributes the magazine.

Several teachers and dozens of children share in the production, and hundreds have an opportunity to contribute. Probably about one-third of the material submitted for each issue—one in the fall and one in the spring—is published. The magazine is truly a school magazine.

—Evelyn Wardle, *adviser of* Leonia Lens, *and seventh grade teacher, Anna C. Scott School, Leonia, New Jersey.*

Display Wire

A wire strung diagonally across the room (well over head height) provides an easy way to display the class's artwork. Fold 12 by 18 inch paper in half. The children can do a picture on each side. Slip the papers over the wire and close the bottoms with tape.

Seasonal pictures, such as snowmen for winter, can go on the wire. During our study of space, the planets of our solar system were on the wire. When we studied about the Los Angeles Harbor, we spelled out messages using paper signal flags that hung from the

wire. Gaily colored paper fish appeared to swim across the room on our useful wire when we studied about ocean animals.

—Frances Galston, *teacher, primary grades, Pennekamp School, Manhattan Beach, California.*

Word Puzzles

Most children enjoy puzzles, and many teachers capitalize on this fact. The following type of puzzle is good for sharpening spelling skill.

Rule off a ditto master in squares and fill them with new vocabulary words, one letter to a square, horizontally, vertically, and diagonally. After putting in the words, fill in the remaining empty squares with any letters you choose at random. Finding the "hidden" words provides a challenge for children.

A variation of this idea is to have the pupils make their own word puzzles and exchange them with fellow students.

—Howard E. Faulkner, *fifth grade teacher, Ocean Avenue School, Northport, New York.*

Long Division Made Easy

I was experiencing much difficulty in trying to teach long division to a group of fifth graders who seemed unable to master their multiplication facts. In desperation, I stumbled on an idea that works wonders—grouping by place value.

Example No. 1: $669 \div 3 = \square$

First we will show the place value of each numeral in the dividend and then separate each group into equal groups of three. Our quotient figure is immediately visible.

$600 = \boxed{\begin{matrix}100\\100\\100\end{matrix}}\ \boxed{\begin{matrix}100\\100\\100\end{matrix}}\quad 60 = \boxed{\begin{matrix}10\\10\\10\end{matrix}}\ \boxed{\begin{matrix}10\\10\\10\end{matrix}}\quad 9 = \boxed{\begin{matrix}1\\1\\1\end{matrix}}\ \boxed{\begin{matrix}1\\1\\1\end{matrix}}\ \boxed{\begin{matrix}1\\1\\1\end{matrix}}$

$669 \div 3 = 200 + 20 + 3 = 223$

We can then explain the quotient figure as two equal groups of hundreds plus two equal groups of tens plus three equal groups of threes.

Example No. 2: $187 \div 3 = \square$

Since we have only one one-hundred and cannot group it into equal groups of threes, we will call it 18 tens plus 7 ones.

$180 = \boxed{\begin{matrix}10\\10\\10\end{matrix}}\ \boxed{\begin{matrix}10\\10\\10\end{matrix}}\ \boxed{\begin{matrix}10\\10\\10\end{matrix}}\ \boxed{\begin{matrix}10\\10\\10\end{matrix}}\ \boxed{\begin{matrix}10\\10\\10\end{matrix}}\ \boxed{\begin{matrix}10\\10\\10\end{matrix}}$

$7 = \boxed{\begin{matrix}1\\1\\1\end{matrix}}\ \boxed{\begin{matrix}1\\1\\1\end{matrix}}\ 1$

$$\begin{array}{r|l} 3\overline{)187} & 60 \\ 180 & \\ \hline 7 & 2 \\ 6 & \\ \hline 1 & 62\ \text{R1} \end{array}$$

We see six groups of tens plus two groups of ones plus one that remained ungrouped.

Children readily see that division is simply separating into equal groups.

—Marietta M. Joshua, *fifth grade teacher, DeQuincy (Louisiana) Elementary School.*

Where Is Your Constitution?

Student councils often work diligently to write and produce a school constitution only to have it shoved

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into a vertical file somewhere.

It would be much more meaningful for students if their constitution were typed (or perhaps even lettered), framed inexpensively, and hung in the school library or a comparable location. Students could then be in daily contact with the rules and regulations they helped establish. They would tend less to ask such questions as: How long does the president of the school serve?

Such a practice would also assist teachers in their endeavor to teach good citizenship. Bring your constitution out of the files!

—Ron Rainsbury, *doctoral student, Oregon State University, Corvallis.*

Recheck

On exams, I had long made a practice of putting at the end a reminder to proofread, with a place for the student to check when he had finished proofreading.

When the students became careless about their check marks, I added a question: How many errors did you find? Now I rarely find a student who doesn't fill in the number and show evidence of having made an honest search. One boy recently exclaimed to me as he left the room, "I found ten!"

—Lillian S. Adams, *teacher of French, Gideon Welles Junior High School, Glastonbury, Connecticut.*

Extra Tests

One of the problems our school confronts is the lack of enough usable lockers. Because of this, a number of students have always arrived in the classroom without textbooks and have always gotten into trouble.

I solved this problem by keeping on hand several extra textbooks that I permit students to sign for and use during the period in my classroom.

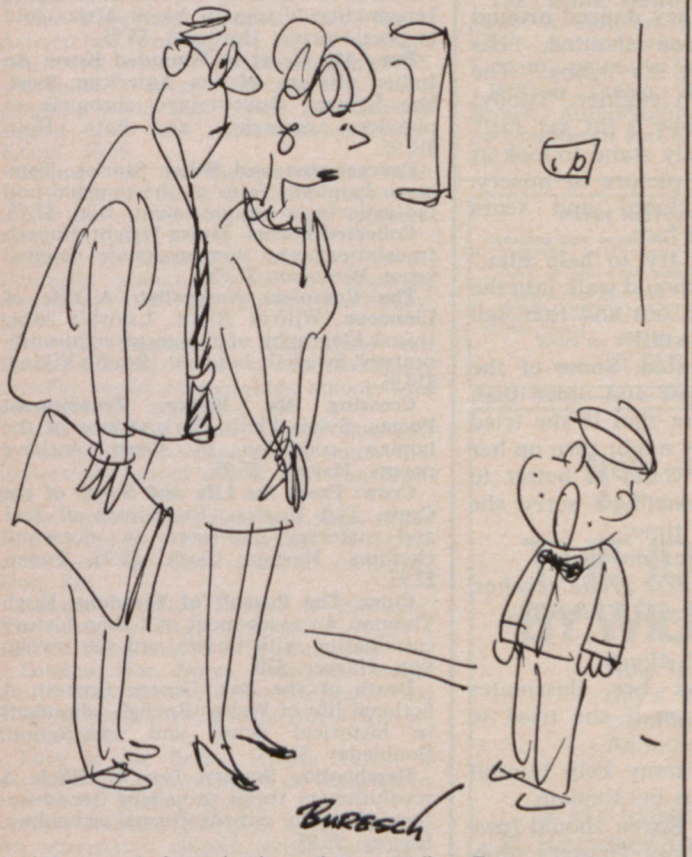
—Allen T. Wilford, Jr., *science teacher, Kirby Smith Junior High School, Jacksonville, Florida.*

Punch Your Anger Away

After a student of mine had "gotten rid of his mad" by hitting another student on the head with a bicycle lock, I devised what I hoped would provide an outlet for his and others' aggressions.

I filled a duffel bag with ground up corncobs and suspended it from the ceiling by a rope. A nearby sign said, "Get Rid of Your Mad." Students and some teachers used this punching bag to let off steam.

—Kenneth C. Thatcher, *special education, grades 6-8, Gateway School, Maumee, Ohio.*



"I guess our class play has a happy ending. Everyone seems glad when it is over."

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UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a new booklet containing 29 of the most popular unfinished stories, now available for $1 (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036. Ask for More Unfinished Stories for Use in the Classroom. *Stock No. 381-11976.*

What Should Karen Do?

Karen got to school early on Wednesday morning but some of her classmates were already on the playground. When she heard them laughing and chanting, she knew what they were doing. "They're teasing Timmy again today," she thought to herself.

Sure enough a group of children were dancing around in a circle, and as Karen moved nearer she could see that Timmy was in the center.

"Timmy is fat! Timmy is fat!" the children sang, as they danced around him. Then, someone shouted, "His name isn't Timmy, it's Tubby!" The others shrieked with laughter. "Tubby! Tubby! Tubby! Tubby is fat, fat, fat!"

Karen could hardly stand to look at Timmy. He was a picture of misery. His eyes were closed and tears streamed down his face.

"I really should try to help him," Karen thought. "I should walk into the circle and pull him out and then tell the others to keep still!"

But Karen hesitated. Some of the children were bigger and older than she. Karen felt sure that if she tried to help Timmy they might turn on her instead. Maybe it would be better to wait and tell Timmy how sorry she was at some other time.

What should Karen do?

—Sally Decker, *first grade teacher, Magnolia School, Azusa, California.*

Thoughts To Think Aloud

1. Do you think her classmates would admire Karen if she tried to help Timmy?

2. How could Timmy help himself out of the spot he is in? Explain.

3. Do you think Karen should have told her teacher about Timmy's problem early in the week?

BOOKSHELF

Notable Books of 1971

☐ *The Notable Books Council of 1971, Adult Services Division, American Library Association, compiled this list for use by the general reader and by librarians who work with adult readers. The titles were selected for their significant contribution to the widening of man's knowledge or for the pleasure they can provide to adult readers. Criteria include wide appeal and literary merit.*

The Autobiography of Miss Jane Pittman. Ernest J. Gaines. A novel about the life of a 100-year-old black woman, told with dignity and pride. Dial. $6.95.

Betrayed by Rita Hayworth. Manuel Puig. A comic novel of Argentine family life complicated by the Hollywood idiom. Dutton. $6.95.

Beyond Freedom and Dignity. B. F. Skinner. A controversial approach to the place of individual freedom in society. Knopf. $6.95.

Black Fiddler. Richard Piro. How a black school's production of *Fiddler on the Roof* encourages racial understanding. Morrow. $5.95.

The Book of Daniel: A Novel. E. L. Doctorow. Recreates the atmosphere of hysteria of the Rosenberg spy trial era. Random. $6.95.

Bound to Violence. Yambo Ouologuem. Imaginative history of black Africa told in poetic prose. Harcourt. $5.95.

Bury My Heart at Wounded Knee: An Indian History of the American West. Dee Brown. Guilt-stained chronicle of plunder, aggression, and hate. Holt. $10.95.

Cancerqueen and Other Stories. Tommaso Landolfi. Tales of the unusual and fantastic by a unique talent. Dial. $7.95.

Collected Poems. James Wright. Superb translations and compassionate original verse. Wesleyan. $7.95.

The Compleat Naturalist: A Life of Linnaeus. Wilfrid Blunt. Lavishly illustrated biography of the great eighteenth-century Swedish botanist. Studio-Viking. $14.95.

Crossing the Water: Transitional Poems. Sylvia Plath. Dark visions of the human condition in sharp, incisive poems. Harper. $5.95.

Crow: From the Life and Songs of the Crow. Ted Hughes. Evocations of fear and suffering expressed in elemental rhythms. Harper. Cloth, $5.95. Paper, $2.95.

Cuba: The Pursuit of Freedom. Hugh Thomas. An assessment of Cuban history culminating with Castro and the revolution. Harper. $20.

Death of the Fox. George Garrett. A fictional life of Walter Raleigh, abundant in historical detail and speculation. Doubleday. $10.

Deschooling Society. Ivan D. Illich. A revolutionary thesis proposing the education of youth outside formal schooling. Harper. $5.95.

Diary of a Century. Jacques-Henri Lartigue. A hilarious look at life through

the diary and lens of a French photographer. Studio-Viking. $27.50.

The Effect of Gamma Rays on Man-in-the-Moon Marigolds. Paul Zindel. A funny, tough-minded play about a young girl's struggle for identity. Harper. Cloth, $5.50. Paper, $1.95.

Einstein: The Life and Times. Ronald W. Clark. A warm and human portrait of the man and his contemporaries. World. $15.

Eleanor and Franklin. Joseph P. Lash. The childhood, marriage, and personal growth of a remarkable woman. Norton. $15.

Encounters with the Archdruid. John A. McPhee. One man's battle to save the country's remaining natural areas. Farrar. $6.95.

The European Discovery of America: The Northern Voyages, A.D. 500-1600. Samuel Eliot Morison. Accounts of the early adventurer-explorers, recorded with zest, humor, and scholarship. Oxford. $15.

Farragan's Retreat. Tom McHale. A jarringly funny novel of Irish Catholics in Philadelphia. Viking. $6.95.

The Female Eunuch. Germaine Greer. A witty, well-balanced view of women's liberation. McGraw-Hill. $6.95.

Fire Sermon. Wright Morris. Story of the transfer and conflict of generations, told with simplicity and artistry. Harper. $5.95.

The Forgotten Soldier. Guy Sajer. Acid-etched prose on the hell of carnage, noise, and insanity of war. Harper. $8.95.

Grendel. John Gardner. A taut, gripping novel that retells the Beowulf legend from the monster's viewpoint. Knopf. $5.95.

History of the Second World War. B. H. Liddell Hart. Succinct history of a war the author thought was "unnecessary." Putnam. $12.50.

Ibsen: A Biography. Michael Meyer. Definitive examination of the towering dramatist and his plays. Doubleday. $12.95.

In the Shadow of Man. Jane van Lawick-Goodall. Study of the startlingly manlike social relationships among wild chimpanzees. Houghton. $10.

India's China War. Neville Maxwell. A timely interpretation of the much misunderstood border war of 1962. Pantheon. $10.

The Israelis: Founders and Sons. Amos Elon. Contrasts the founders of Israel and their far less idealistic offspring. Holt. $10.

Kennedy Justice. Victor S. Navasky. The inner workings of Robert Kennedy's Justice Department. Atheneum. $10.

London War Notes, 1939-1945. Mollie Panter-Downes. Acute observations of the English home front during World War II. Farrar, $10.

Love in the Ruins. Walker Percy. A disturbing, satirical novel of America in the 1980's. Farrar. $7.95.

Paris Journal, 1965-1971. Janet Flanner. An expatriate's elegant recording of culture and politics in de Gaulle's Paris. Atheneum. $12.50.

The Pentagon Papers. Previously secret documents on our involvement in Vietnam that have had far-reaching political and social effects. Bantam. $2.25.

Regulating the Poor: The Functions of Public Welfare. Frances Fox Piven and Richard A. Cloward. A harrowing account of public assistance as a tool for political gain. Pantheon. $10.

Stilwell and the American Experience in China 1911-1945. Barbara Tuchman. Perceptive analysis of the times and the man. Macmillan. Cloth, $10. Bantam. Paper, $2.25.

Tent of Miracles. Jorge Amado. An exuberant, vital novel of Brazilian life. Knopf. $7.95.

365 Days. Ronald J. Glasser. A unique and compassionate view of medics in Vietnam. Braziller. $6.95.

The 12-Year Reich. Richard Grunberger. A devastating picture of Hitler worship in all aspects of German social life. Holt. $10.

Upstate: Records and Recollections of Northern New York. Edmund Wilson. An old family house and bittersweet memories of a literary life. Farrar. $8.95.

Vendetta of Silence. Ann Cornelisen. A novel of an American woman's life within the subtle stratifications of a southern Italian town. Atlantic-Little. $6.95.

The White Dawn: An Eskimo Saga. James A. Houston. A stark novel of the white man's corrosive effects on the Eskimo's primitive life. Harcourt. $6.95.

William Cullen Bryant. Charles H. Brown. Authoritative biography of the poet-politician and his America. Scribner. $12.50. □

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QUIET . . . (*Continued from page 40*)

knows for sure what is happening among youth, least of all, perhaps, the young themselves. However, on the basis of personal conversations with college administrators, faculty members, and students on a number of campuses in my own state and elsewhere, I offer the following observations.

In spite of the fact that the 1971-72 school year was relatively quiet, many students still feel alienated. Probably more are turned off than ever before, but in a more passive way. Many students do not want to talk about the war in Southeast Asia, the environment, or the national election. Apparently they feel the situation is hopeless and that to protest is to engage in a futile process. Their mood seems to be one of resignation to deplorable conditions.

For this reason, I believe the situation now is *potentially* more dangerous than it was previously. Nevertheless, there is reason for cautious optimism. The attitudes and the actions of students with regard to the upcoming election will be tremendously important in deciding the future path of their alienation. If the presidential election appears to be a viable route to improvement and change, they may become involved again.

We cannot ignore the deep feelings of disgust which many of our youth feel toward adults—especially those they classify as liberals who have sold out their values in exchange for security and comfort. Young people often think of their parents and teachers in this way, because it is from them more than anyone else that they learned humanitarian values. Yet they see these same adults doing nothing about conditions which are the antithesis of those values.

On the positive side is the growing interest in one-to-one social action as represented by students who become involved in helping prisoners learn to read, who work with disturbed children, or who adopt a grandmother. For whatever reason, they are turning to such activities, and we must view this movement as a step in the right direction.

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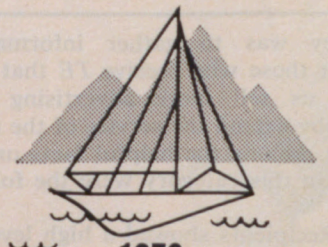

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Finally, I see the current situation as a lull in hostilities, which could be seized upon by our leaders and, indeed, by adults generally, to form an alliance with youth for the renewal of this nation of ours. As syndicated columnist Sydney J. Harris once pointed out, many "demands" could be met before they are made; needed changes could be made before the marching begins.

University administrators, lawmakers, judges, industrialists—all those people in our society who wield power—could grasp this rare opportunity to say to youth, "We are with you. We want to change our society for the better just as you do. Let's work together."

More than simple verbalization is needed, of course. There must be follow-through in the form of action.

In my opinion, this should include action to end the war in Indochina, reduce pollution, stop the delay in school desegregation, legalize abortion and marijuana, and grant amnesty to all draft resisters and military deserters.

There must also be action, I believe, to pour massive amounts of government money into research for the improvement of life (and to reduce proportionately the amount spent on weapons research). There must be action to stimulate the economy, make the government the employer of last resort, reverse the trend toward higher college tuition, design assembly lines around the people who work them, and employ ombudsmen in various levels of government.

If we can begin this process immediately, the lull in hostilities could become the beginning of the "generation of peace" to which President Nixon has alluded so often. On the other hand, if adults behave as they have in the past, we can predict that even greater unrest is just around the corner.

In short, the future attitudes and behaviors of our youth are in the hands of both the old and the young, and if the old go on being as rigid and obtuse as they have been up to this point, we cannot expect a great deal more from the kids. □

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AFTER ALL

☐ **We thought our readers in general** might enjoy comparing their evaluations and recommendations regarding *Today's Education* with those expressed by a scientifically selected sampling of NEA members interviewed in recent months by W. R. Simmons and Associates Research, Inc., of New York City. At our request, this leading audience research organization concentrated primarily on finding out (a) whether our readers like the magazine and find it helpful, (b) what they like best and least in the magazine, and (c) what suggestions they have for future issues.

The answer to (a) was a resounding YES—*right* on! For the answers to (b) and (c), *read* on!

Over the years, the editors have used readership studies to help determine whether *Today's Education* is being read, what types of articles readers find most interesting and helpful, and what we can do to make the magazine better.

Of course, the editors also use many other techniques to get ideas for improving the magazine—school visitation, reading, meetings, correspondence, personal contacts with teachers, and careful study and follow-up of official NEA action—but that's another story. It should also be emphasized that readership findings don't *dictate* future content; they merely provide additional background for planning future issues.

Findings of the Simmons study agree, for the most part, with findings in previous studies. (In recent years, Daniel Starch and Staff [another leading readership organization], the NEA Research Division, and *Journal* staff have conducted readership studies by means of interviews, mail questionnaires, or questionnaires published in the magazine. The results have always been encouraging.) Reaction to your *Journal* was highly favorable.

Now to some of the details of this latest study. See if you agree with these national findings.

Listed below are the percentages of recipients who found various types of articles in *Today's Education* "interesting and useful":

- 98.0 percent, information on the latest research in teaching and learning
- 95.4 percent, accounts of successful classroom practices
- 91.2 percent, discussions of controversial topics
- 90.5 percent, articles on child growth and development
- 84.7 percent, articles on professional negotiation
- 64.1 percent, articles on NEA organizational development.

Other findings from the study included the following:

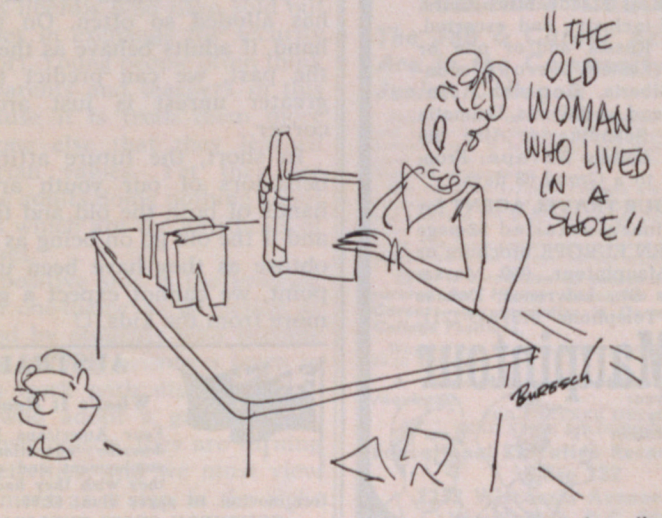
- 96.9 percent thought the overall page appearance was attractive.
- The largest single request for an additional type of article called for information about research and trends in new/untraditional improved classroom methods.
- Among the most popular continuing features were: "Classroom Incident," "Idea Exchange," "News and Trends," "Let's Be Creative," "Teacher Opinion Poll," "Youth in Trouble," "Unfinished Story," "New NEA Publications . . . ," and "You May Not Agree, but. . . ."
- Most recipients said they save their copies of the *Journal* for future reference.

As the editors plan next year's issues, these and other survey findings will be among the many factors given careful consideration in selecting articles and continuing features.

Another purpose of the Simmons survey was to gather information about those who receive *TE* that will help us sell more advertising and thereby extend the service of the magazine. Among the helpful facts uncovered in this category were the following:

- Recipients showed a high level of influence on and participation in the purchasing activities within their own school systems. About 79 percent were involved in the purchase of classroom equipment and textbooks for their departments. Moreover, 82 percent were involved in purchasing these items for their own classrooms.
- Almost half the recipients of *Today's Education* were living in households with yearly incomes of $15,000 and over.
- Over one-third (36 percent) took at least one foreign trip in the last five years—24 percent traveled by air and 8 percent by ship. During the past year, 93 percent took at least one domestic trip—21 percent by air.
- Recipients' ownership levels were also high: cars, 98 percent; cameras, 95 percent; record players, 92 percent; credit cards (one or more), 88 percent; encyclopedias, 63 percent; tape recorders, 61 percent.

If you weren't included in the group interviewed by Simmons during the past year, we would like to have *your* evaluation of the magazine and your suggestions for improving it. *Please send us your reactions today.* ☐



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And they're getting the message from such respected names as Cadillac, Oldsmobile, Citroën, Saab, Audi, (and VW), MG, Alfa Romeo, Fiat, Lancia, Peugeot, and us, Renault.

With front-wheel drive the steering wheels are also the drive wheels. Steering and acceleration are precisely interlocked for more positive control. You are not pushed, but pulled through curves. It is as logical as putting the horse before the cart.

To continue the logic, the engine is also up front to gain added traction for the front wheels. Strong crosswinds and treacherous surfaces become less of a problem.

Of course, there is something else you should know about f.w.d :

Namely, that Renault is the world's largest producer of f.w.d. cars—over 1 million a year. And when you do that much of anything, you tend to get pretty good at it.

The Renault 12

The car that surrounds our f.w.d. is equally impressive:

Up to 30 mpg. Up to 93 mph. Rack-and-pinion steering. Front disc brakes. Plenty of leg room. Essentially the same engine that took 1st, 2nd, and 3rd at the 1971 Monte Carlo Rally.

The trunk is 12.8 cu. ft. (Almost as much as Vega and Pinto combined.) Then there's the Renault 12 Wagon with even more trunk—up to 58 cu. ft.

Over 4 million people bought f.w.d. cars last year. And over a million bought Renaults. Which just shows that even among pretty smart people, some people are a little smarter.

RENAULT

World's largest producer of front-wheel drive cars.

For overseas delivery info. see your dealer or write: Renault, Inc., 100 Sylvan Ave, Englewood Cliffs, N.J. 07632